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ABSTRACT

The Job Upgrading Program helps school dropouts and potential dropouts either return to or adjust to the regular school program or become prepared for the world of work. Trainees are given the opportunity to take an abbreviated school program, receive highly individualized personal counseling, learn about the factors for achieving success in a job, and obtain a subsidized work experience in order to put into practice what they have learned. A fulltime job placement service for those not returning to the regular school program is also available to Title I funded centers. This program is now in operation in 16 high schools in the city of Detroit. The purpose of the "Manual of Procedure and Curriculum Guide" is to serve the Job Upgrading teacher-coordinator in the performance of his responsibilities as well as to provide administrators and others with information and understanding of the job. There are three main types of individuals in the program at any one time: (1) those who may be employed without a supervised work experience--these individuals may need only the counseling and help offered in morning training sessions; (2) those who need a supervised work experience--these individuals receive the same type of training as those in the first group plus a supervised work experience; and, (3) those who may return to fulltime school--these individuals usually attend classes in the regular high school in addition to the training provided for the above two types. (Author/JM)

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ANNUAL REPORT

Detroit Public Schools Job Upgrading Program

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1971-1972

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THE DETROIT COUNCIL FOR YOUTH SERVICE, INC.

Officers and Members
1972

James Hudson, Jr., Chairman, Detroit Council for Youth Service, Inc. -
Deputy Director, Community Development Commission, 305 E. Congress,
48226, 224-2570

Mrs. Patricia O'Malley, Vice-Chairman, Detroit Council for Youth Service,
Inc. - Assistant in Health Planning Division, United Community Services,
51 W. Warren, 48201, 833-0622

Birger J. Bakke, Secretary-Treasurer, Detroit Council for Youth Service,
Inc. - Assistant to the Superintendent, 5057 Woodward, 48202, 494-1077

Mrs. R. Louise Grooms, Assistant Secretary-Treasurer, Detroit Council for
Youth Service, Inc. - Director, Detroit Institute of Commerce, 4829 Woodward,
48201, 832-0200

Ted Martin, Trustee (One Year Term), Detroit Council for Youth Service,
Inc. - Assistant to the Associate Director, Greater Detroit Area Hospital
Council, 966 Penobscot Building, 48226, 963-4990

Mrs. Marge Snoeren, Trustee (Two Year Term), Detroit Council for Youth
Service, Inc. - Catholic Youth Organization, 305 Michigan Avenue, 48226,
963-7172

* * *

Mrs. Audrey Biel, Chief, Young Adult Services, Detroit Public Library,
48202, 321-0370

Mrs. Nancy Boykin, Project Director, Continuing Education for Girls Program,
10100 Grand River, 48204, 931-2580

Abraham Brickner, Director, Michigan Heart Association, 16310 W. 12 Mile,
Southfield, 48076, 557-9500

James Coughlin, Catholic Youth Organization, 305 Michigan Avenue, 48226,
963-7172

Mrs. Erma Davis, Project Director, Junior High Work Training Program,
10100 Grand River, 48204, 931-2950

Adolph M. Elliott, Michigan Civil Service Commission, 1601 Cadillac Square
Building, 48226, 222, 1717

Dr. Huldah Fine, 1300 E. Lafayette, 48207, 963-4229

Mrs. Roberta Hughes, School Social Work Service, 2425 Tuxedo, 48206, 868-8861

Dr. Paul Hunt, Superintendent, Westwood Community Schools District,
25912 Annapolis, Dearborn Heights, 48141, 565-1900

Norman Johnson, Assistant Manager of Community Affairs, 1127
General Motors Building, 48202, 556-2394

Mrs. Eleanor Jones, Director, Guidance and Counseling, Detroit
Public Schools, 8721 John C. Lodge Drive, 48202, 494-1233

Aimo Kartinen, Director, Youth Employment Division, MESO,
7310 Woodward, 48202, 872-4900

Albert Katzman, Unit-Supervisor, Wayne County After-Care, Children's
Services of State of Michigan, 640 Temple, 48201, 222-3250

John King, Detroit Firefighters, 18601 Ryan Road, 48234, 892-9806

Miss Gladys Little, 201 E. Kirby, 48202, TR 3-1195

DeWitt Maguire, Training Coordinator, Civil Service Commission,
612 City-County Building, 48226, 224-3705

Frederick McClure, Youth Opportunity Program, 1108 City-County
Building, 48226, 224-3460

Dr. Louis Monacel, Assistant Superintendent, Special Projects,
Detroit Public Schools, 5057 Woodward, 48202, 494-1679

Dr. Elvin Rasof, Assistant Director, Work Adjustment Programs,
Detroit Public Schools, 10100 Grand River, 48204 931-2510

Clyde Read, Director, Institute for Economic Education,
2310 David Stott Building, 48226, 963-8018

Antonio Rios, Youth Project Director, New Detroit, Inc.,
1515 Detroit Bank and Trust Building, 48226, 961-9160

Dr. Leonard Sain, Division Director, New Detroit Education Committee,
1515 Detroit Bank and Trust Building, 48226, 961-9160

Mrs. Harriet Saperstein, Detroit Youth Board, 2510 Broderick Tower,
48226, 224-3480

Miss Bernice Schreader, 5108 Three Mile Drive, 48224, 885-1336

Robert Shannon, Project Director, In-School Neighborhood Youth Corps,
10100 Grand River, 48204, 931-3910

Hartford Smith, Jr., Director, Community Extension Center, Wayne
State University, 48202, 577-4695

Richard Smith, Field Services Coordinator, Children's Television
Workshop, 7441 Second, 48202, 873-4588

Harry Speelman, Director, Department of Attendance, Detroit Public
Schools, 5057 Woodward, 48202, 494-1167

Alex Stein, Planning Associate, Group Work and Recreation, United
Community Services, 51 W. Warren, 48201, 833-0622

Louis Stephens, State Vocational Rehabilitation Service,
6660 Chase Road, Dearborn, 48126, 584-4266

Charles Wells, Assistant Superintendent, Office of Pupil Personnel
Services, Detroit Public Schools, 5057 Woodward, 48202, 494-1160

THE DETROIT COUNCIL FOR YOUTH SERVICE, INC.

Statement of receipts, disbursements, and balances for fiscal year ending 6/30/72

Cash on Hand (7/1/71) \$ 5,480.51

RECEIPTS:

Detroit Public Schools (ESEA)	9,033.26
City of Detroit	8,211.08
State of Michigan	73,297.43
Working Capital Fund	9,440.18

Total Cash and Receipts \$ 105,462.46

Cash on Hand (6/30/72) \$ 11,916.41

DISBURSEMENTS:

Work Experience Payments:

Detroit Public Schools (ESEA)	20,893.28
City of Detroit	7,784.93
State of Michigan	60,700.72

General Expenses: 4,167.12

Total Expenditures \$ 105,462.46

Statement of Financial Position as of June 30, 1972

Cash on Hand \$ 11,916.41

Accounts Receivable, City of Detroit 1,018.48

Accounts Receivable, State of Michigan 7,352.83

Accounts Receivable, ESEA 1,784.78

Total Assets as of June 30, 1972 \$ 22,072.50

SUBJECT:- AUDITING REPORT

FROM :- George Crandall - Auditor

TO :- Detroit Council for Youth Service, Inc.

DATE :- December 1, 1972

I have examined the financial reports submitted by the treasurer and hereby certify that, in my opinion, the reports represent the true financial condition of the Detroit Council for Youth Service, Inc., on June 30, 1972.

The cash balance (\$12,707.61) has been certified by the Auditing Department of the Bank of the Commonwealth. This balance agrees by reconciliation of unpaid checks with the cash balance (\$11,916.41) shown on the Statement of Receipts and Expenditures. The bank statements are supported by the official accounts, in which are recorded the receipts and expenditures for the fiscal year, July 1, 1971 to June 30, 1972.

The account was also verified by examining all serially-numbered cancelled checks for a sample period of two months selected at random.

George Crandall, CPA (Signed)

DETROIT PUBLIC SCHOOLS

JOB UPGRADING PROGRAM

Initiated in 1949 with one center at Northeastern High School, this program, long recognized as the "Grand-daddy" of special programs designed to help school dropouts, is now in operation in 16 high schools in the city of Detroit. Funded by the Detroit Council for Youth Service, Inc., the Detroit Public Schools, Title I of the Elementary and Secondary Education Act of 1965, the City of Detroit, and the State Division of Vocational Rehabilitation Service, the Job Upgrading Program helps school dropouts and potential dropouts either return to or adjust to the regular school program or become prepared for the world of work. Trainees are given the opportunity to take an abbreviated school program, receive highly individualized personal counseling, learn about the factors for achieving success in a job, and obtain a subsidized work experience in order to put into practice what they have learned. A fulltime job placement service for those not returning to the regular school program is also available to Title I funded centers through the efforts of a specialized job-coordinator as well as the teacher-coordinator.

* * *

JOB UPGRADING PROGRAM

PERSONNEL AND JOB UPGRADING CENTERS

September, 1972

David Dombey - Administrative Assistant	10100 Grand River	931-5410
Betty Gentile (Mrs.) - Secretary	48204	
Eugene Del Barba - Job Coordinator	8600 Woodward	871-4525
Bobbie Martin (Mrs.) - Secretary	48202	
<u>Central High School</u> (5) 512	James Smoot	883-0863
2425 Tuxedo 48206		
Room 113		
<u>Chadsey High School</u> (2) 514	George Mulqueen	896-1530
5335 Martin 48210		
Room 106		
<u>Denby High School</u> (7) 524	George Solomon	521-1410
12800 Kelly 48224		
Room 124		
<u>Finney High School</u> (7) 530	James Fazio	881-3300
17200 Southampton 48224		
Room 140		
<u>Ford High School</u> (4) 532	Joseph Magnatta	538-0190
20000 Evergreen 48219		
Room 220X		
<u>Kettering High School</u> (8) 540	Benjamin Bazmore	922-4577
6101 Van Dyke 48213		
Room 136		
<u>M. L. King High School</u> (8) 529	Melvin Breaux	568-0092
3200 E. Lafayette 48207		
Room 146		
<u>Mackenzie High School</u> (3) 548	Raymond Carbott	834-8521
9275 Wyoming 48204		
Portable Unit #3		
<u>Murray High School</u> (1) 552	Gwendolyn Holmes (Mrs.)	897-6440
2001 W. Warren 48208		
Job Upgrading Room		
<u>Northeastern High School</u> (1) 556	Mary Allen (Miss)	925-7211
4830 Grandy 48207		
Room 221		
<u>Northern High School</u> (1) 558	Dewel Andrews	874-3280
9026 Woodward 48202		
Room 122		
<u>Northwestern High School</u> (2) 560	Loretta Nickons (Mrs.)	897-4877
6300 Grand River 48208		
Room 17		
<u>Pershing High School</u> (6) 568	Frank Leiderman	883-7524
Room 103A Davison 48212		
Annex		
2800 E. Davison		
<u>Southeastern High School</u> (8) 576	Carl Popp	821-9269
3030 Fairview 48214		
Portable Unit #1		
<u>Southwestern High School</u> (2) 578	Zolten Ambrus	843-7870
6921 W. Fort 48209		
Room 156		
<u>Western High School</u> (2) 584	Thomas Ogletree	826-5744
1500 Scotten 48209		
Room 300A		

H I G H L I G H T S

• F O R

1971 - 1972

The fiscal year 1971-1972 has been one of progress for both the Council and the Job Upgrading Program. In response to a request for an additional grant from the McGregor Fund, \$8,000 was received in order to build up the revolving fund to \$20,000 and furnish additional monies for Workmen's Compensation Insurance and additional clerical help. This request was made necessary by the unusually generous contribution to the program by the State Vocational Rehabilitation Service. Whereas \$40,000 for work experiences were available from this source in 1970-71, approximately twice as much was allocated in 1971-72. This relationship with the State has been the most significant factor in the growth of the program since the receipt of ESEA Title I funds. However, as the State allocation increases, a greater burden is placed on the Council's revolving fund which supplies the paychecks to trainees prior to reimbursement from the State - usually a six to ten week process.

The Title I allocation for 1971-72 was approximately equal to that of the previous year - \$240,000. However, because of decentralization, the Title I budget for 1972-73 still has not been finalized. Because these funds are now under the control of the various regions, and since this is the first year that these procedures are in effect, the complications in both planning and communications have created a situation which, as of December, is still not clear. However, we

still maintain a Title I phase of the program, although we expect to lose most of the work experience funding.

During the summer of 1972, over 230 youth were serviced by the program and subsidized by both Title I and VRS. A significant number of these trainees were retained by their employers.

TABLE I

JOB UPGRADING SUMMARY REPORT

(Fiscal Years: 1969-70, 1970-71, 1971-72)*

	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>TREND</u>
TOTAL ENROLLEES	1539	1382	1556	Up 13%
WORK EXPERIENCE ASSIGNMENTS	594	696	878	Up 26%
SEPARATIONS:				
Voluntary Lefts	113	107	163	Up 52%
Involuntary Lefts	51	38	43	Up 13%
Completions	976	844	631	Down 25%
UPGRADED STUDENTS:				
Employed	310	247	257	Up 4%
In school or other training	283	242	251	Up 4%
RETURNS TO PROGRAM	489	405	409	Up 1%
FOLLOW-UP MEMBERSHIP (June 30)	255	231	188	Down 18%
AVERAGE MONTHLY WAITING LIST	75	198	200	Up 1%
AVERAGE MONTHLY MEMBERSHIP (September - June)	491	494	595	Up 20%
TOTAL A.D.C. AND WELFARE CASES	329	338	407	Up 20%
TOTAL NUMBER OF TRAINEES EARNING CREDITS	510	543	504	Down 7%
TOTAL NUMBER OF CLASSES PASSED	885	927	1040	Up 12%

* Beginning with the summer program of each school year

TABLE II
ACTIVE JOB UPGRADERS EARNING CREDITS IN REGULAR SCHOOL

	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>Trend</u>
MALE	315	367	332	Down 10%
FEMALE	195	176	140	Down 20%
TOTALS	510	543	472	Down 13%

TABLE III
GRADES EARNED BY JOB UPGRADERS TAKING CLASSES IN REGULAR SCHOOL

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>1971-72</u>	<u>1970-71</u>	<u>1969-70</u>	<u>Trend</u>
MALE	47	103	218	315	683	632	544	Up 8%
FEMALE	15	57	113	118	303	295	341	Up 3%
TOTALS	62	160	331	433	986	927	885	Up 6%

It should be noted that these figures do not include the credits earned by Job Upgraders for participation in the various aspects of the program, as well as at the Urban Adult Education Institute, 12th Street Academy, Postal Academy, etc.

TABLE IV
A.D.C. AND WELFARE RECIPIENTS

<u>CENTER</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>
Central	18	30	11
Chadsey	18	20	15
Denby	14	2	9
Finney	—	—	16
Ford	0	1	3
Kettering	31	19	21
M. L. King Jr.	32	43	40
Mackenzie	28	29	27
Murray	51	30	34
Northeastern	37	49	50
Northern	34	29	38
Northwestern	22	21	40
Pershing	—	—	29
Southeastern	16	27	20
Southwestern	19	20	32
Western	4	18	18
TOTALS	324	338	407

These figures represent a 20% increase from the previous fiscal year and account for 26% of the enrollees in the program.

TABLE V
JOB UPGRADING SUBSIDIZED WORK EXPERIENCE ASSIGNMENTS

July, 1971 - June, 1972

<u>CENTER</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>TREND</u>
Central	69	93	77	Down 16%
Chadsey	11	18	12	Down 33%
Denby	15	26	33	Up 27%
Finney	—	—	34	New Center
Ford	7	33	41	Up 24%
Kettering	45	38	73	Up 92%
M. L. King Jr.	67	86	74	Down 14%
Mackenzie	49	56	61	Up 9%
Murray	58	58	64	Up 10%
Northeastern	62	80	105	Up 31%
Northern	69	76	79	Up 4%
Northwestern	79	58	75	Up 29%
Pershing	—	—	58	New Center
Southeastern	28	28	33	Up 18%
Southwestern	10	23	34	Up 48%
Western	10	23	25	Up 9%
TOTALS	579	696	878	Up 26%

These figures include work experiences paid for by all subsidies received for this purpose. It includes ESEA Title I, City of Detroit and State Vocational Rehabilitation Service monies. See Table V(a) for a breakdown of work assignments paid for from these various sources.

TABLE V(a)

1971-72 (Including Summer, 1971)

NUMBER OF ASSIGNMENTS TO WORK EXPERIENCES SUBSIDIZED BY:

<u>CENTER</u>	<u>ESEA TITLE I</u>	<u>CITY OF DETROIT</u>	<u>STATE VOCATIONAL REHABILITATION SERVICE</u>	<u>TOTAL</u>
Central*	70	0	7	77
Chadsey	0	3	9	12
Denby	0	11	22	33
Finney	0	0	34	34
Ford	0	0	41	41
Kettering*	68	0	5	73
M. L. King Jr.*	63	0	11	74
Mackenzie	0	0	61	61
Murray*	59	0	5	64
Northeastern*	73	0	32	105
Northern*	70	0	9	79
Northwestern*	66	0	9	75
Pershing	0	8	50	58
Southeastern	19	0	14	33
Southwestern	30	0	4	34
Western	0	12	13	25
TOTALS	518	34	326	878**
FUNDS SPENT	\$116,000	\$7,800	\$73,000	\$196,800

* Figures reflect Summer, 1971 operation and accounts for the disparity in comparison of totals for all centers.

** This figure shows a 20% increase over that of the previous year (731).

TABLE VI

END OF YEAR FOLLOW-UP AND INACTIVE MEMBERSHIP

These figures reflect those former trainees who have successfully benefited from the program and are either employed or in school or other training, as well as those who continue to receive counseling and guidance as an inactive member of the program.

CENTER	FOLLOW-UP EMPLOYED	FOLLOW-UP SCHOOL	INACTIVE MEMBERSHIP	TOTAL
Central	5	4	25	34
Chadsey	11	0	4	15
Denby	4	2	9	15
Finney	2	1	16	19
Ford	4	7	13	24
Kettering	5	8	21	34
M. L. King Jr.	3	4	29	36
Mackenzie	6	2	22	30
Murray	9	0	45	54
Northeastern	4	0	52	56
Northern	2	6	40	48
Northwestern	4	12	19	35
Pershing	8	16	7	31
Southeastern	11	10	19	40
Southwestern	19	15	34	68
Western	4	0	28	32
TOTALS	101	87	383	571
1971 TOTALS	101	130	273	504

There was a 13% increase in the number of trainees on the follow-up rolls at the end of this fiscal year as compared with the 1970-71 school year.

TABLE VII
TRAINEES UPGRADED

CENTER	Total 1971	1 Upgraded	9 Employed	7 Upgraded	2 School	Total 1972	TREND
Central	36	18			11	29	Down 19%
Chadsey	19	23			17	40	Up 110%
Denby	25	15			10	25	No Change
Finney	—	8			2	10	New Center
Ford	37	21			22	43	Up 16%
Kettering	40	3			11	14	Down 65%
M. L. King Jr.	51	26			25	51	No Change
Mackenzie	45	19			16	35	Down 22%
Murray	29	9			20	29	No Change
Northeastern	25	7			12	19	Down 24%
Northern	40	15			20	35	Down 13%
Northwestern	35	25			27	52	Up 49%
Pershing	—	5			7	12	New Center
Southeastern	40	22			21	43	Up 8%
Southwestern	46	31			18	49	Up 7%
Western	21	10			12	22	Up 5%
TOTALS	489	257			251	508	Up 4%

PLACEMENT SERVICE REPORT

During the original phase of the ESEA expansion of the Job Upgrading Program, Mr. Eugene Del Barba was transferred to the central office to act as job coordinator for the program. At the onset of Federal funding, his chief responsibility was opening new and more meaningful work stations where trainees could receive their work training. After this was successfully accomplished, Mr. Del Barba was asked to set up a Job Placement service for trainees who had completed the program and were ready for fulltime employment. During the past three years, the following results have been achieved:

	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>TREND</u>	
NUMBER REGISTERED	308	210	252	Up	20%
NUMBER INTERVIEWED	739	636	699	Up	10%
NUMBER REFERRED TO EMPLOYERS	526	506	394	Down	18%
NUMBER PLACED INTO FULLTIME EMPLOYMENT	269	160	165	Up	3%
JOB DEVELOPMENT CALLS	177	478	588	Up	23%
JOB ORDERS RECEIVED	567	97	112	Up	20%

Three years ago, Mr. Del Barba's office was relocated. He is presently serving former Job Upgrading enrollees at the Michigan Employment Security Commission Youth Opportunity Center, 8600 Woodward. This has turned out to be the ideal location inasmuch as he is able to maintain daily contact with MESCC personnel involved with all types of youth services. He is also responsible for relaying all up to date information to staff members.

The upward trend in these statistics is due largely to the addition of two centers during the past year, increased efforts on the part of Mr. Del Barba, and the cooperative agreement with the State Vocational Rehabilitation Service.

STATE OF MICHIGAN

VOCATIONAL REHABILITATION SERVICE

Fiscal year 1971-72 was the most productive in the history of the Job Upgrading Program as its relationship with the Vocational Rehabilitation Service reached maturity. The funding of work experiences as well as other services exceeded that provided by Title I. It should be understood that guide lines relating to the use of these funds are much more restrictive than the Title I guidelines, inasmuch as the State is primarily interested in rehabilitated cases (i.e., trainees who are finally retained on the employers' payroll). Results for this past year are as follows:

<u>School</u>	<u>No. Eligible Referrals Accepted</u>	<u>No. Cases Still Open</u>	<u>No. Closed Cases</u>	<u>No. Rehabilitated Cases</u>	<u>Percent Success</u>
Central	27	20	7	5	72%
Chadsey	19	7	12	12	100%
Denby	54	39	15	10	67%
Finney	54	43	11	10	91%
Ford	84	57	27	26	96%
Kettering	11	8	3	2	67%
King	26	17	9	5	56%
Mackenzie	104	67	37	26	70%
Murray	19	13	6	2	33%
Northeastern	64	36	28	20	72%
Northern	28	19	9	6	67%
Northwestern	23	15	8	6	75%
Pershing	72	59	13	13	100%
Southeastern	37	29	8	6	75%
Southwestern	27	14	13	11	75%
Western	36	25	11	9	82%
Total	685	468	217	169	78%

CASE STUDIES

Byron at the age of seventeen had progressed only as far as the ninth grade. He had a history of truancy and other minor problems at Southwestern for over three semesters. Discouraged by his lack of academic progress and inability to read adequately, Byron dropped out of regular school in October, 1969.

By November of the same year, Byron wanted to return to school. After examining his record, Mr. John Rudden, principal at Southwestern High School, referred Byron to the Job Upgrading Program where he was enrolled on December 1, 1969.

Even though he didn't pass any of the classes in which he was enrolled because of his late entry, Byron was readmitted to the regular school by the principal in January, 1970. His record for the semester left much to be desired. He passed only Speech Skills and Driver's Training. His conduct and attendance were much improved over previous semesters for he was absent only nine days.

Byron returned to the Job Upgrading Program in September, 1970 with the resolve to attend all classes regularly and earn a passing grade in those to which he had been scheduled. Unfortunately, he reverted to his former ways of truancy and getting into trouble. The climax was a fight with another student in a study hall. In place of being suspended, Byron and his mother agreed that Byron should be dropped from school and that he investigate other educational or training programs.

Among the alternative programs suggested by the Job Upgrading teacher were the Out-of-School Neighborhood Youth Corps, the Dancy Adult Day School, Adult Evening School, and the McNamara Skills Center. Because of Byron's reading difficulty and an interest in learning a trade, he was referred to the Youth Opportunity Center of the Michigan Employment Security Commission for testing and possible placement in a welding program at the McNamara Skills Center. He was accepted and placed on a waiting list.

While waiting for an opening, the Job Upgrading teacher placed Byron as a stock boy at the General Stores Company. His work was satisfactory and he worked there for over a month. He also made an unsuccessful attempt at enlisting in the service.

Finally, in October, 1971, Byron was enrolled in the welding program at the Skills Center. His attendance was good, and his instructor, Mr. Baxter, said repeatedly that Byron was a very conscientious trainee. Byron completed his training in January, 1972 and shortly thereafter was hired as a welder at the Ford Motor Company's Rouge Plant.

* * *

Byron is still employed at the Ford Motor Company. In our most recent contact, he was inquiring about advanced training in welding.

Byron's case is not closed and it probably will not be for quite some time because he continues to call the Job Upgrading teacher for help and advice.

* * *

JM is one of eight children, her father was injured in an accident, and the family had to go on welfare. This hardship caused JM to drop out of school and try to get financial aid for her depressed family. This was in June of 1970.

JM enrolled in the summer Job Upgrading Program on recommendation of her counselor. She also enrolled in summer school with the aid of a scholarship. Her summer school experience was anything but successful. She dropped one class and failed the remaining two. She was assigned to a work experience at Detroit General Hospital and was highly recommended by her supervisor. She enrolled in the Job Upgrading Program for the fall term but had to drop out of school again in November because of eye trouble.

JM re-enrolled in Job Upgrading in December and in January, 1971 was placed on a VRS work experience in the Job Placement office of the Job Upgrading Program. She was a definite asset to this office, and was extended on this assignment for the summer. She enrolled in English and History classes during the summer term and made high marks in both.

JM transferred to regular school last fall, but continued to drop by my room and relate her progress. I was partially instrumental in helping her get a job in the In-School Neighborhood Youth Corps this spring.

JM will be graduating in June with a 3.3 average and has been accepted at the University of Detroit where she will study to be a dental assistant and, in conjunction with this study, has secured a part-time job that will pay her \$2 an hour while she attends school.

* * *

Louis came to the Martin Luther King Job Upgrading Program from the Metzner School through the combined efforts of his probation officer and an interested counselor.

Previous schools assumed that he had obtained the zenith of his academic potential on the basis of progress and test scores. His counselor felt a behavior modification type setting offered by Job Upgrading would better satisfy his needs, thereby providing Louis that needed opportunity.

One of eight siblings from a low-income family, Louis had experienced many periods of deprivation. He subsequently encountered law enforcement agencies and his probation officer interceded in providing Louis with a job in the NYC program, but with negative results.

In spite of some learning disabilities which had predisposed his failure, he viewed the program as just another futile experience. A careful, selective program, we felt, would undergird his already fragmented ego. Remedial reading, remedial math and electronics were chosen. An academic profile with some written comments provided the sensitivity for the classroom teachers to gear their tolerance for his academic achievement or lack of it.

The assistance Louis received from the Remedial English teacher reinforced his image to the point where he began to interact with other students. As he began to verbalize more, his rapport with his peers escalated.

The work assignment at St. John's Day Care Center provided the necessary inputs for a satisfactory and successful experience. He was within walking distance; the tasks were not too demanding; and free meals added another dimension to the job. He never missed a day's work and was so dependable and self-directed that he was able to earn extra money serving at banquets and other activities.

We were fortunate in getting Louis into the VRS training program at Wolverine Trade School in collision work. While undergoing the training, he succeeded in finding part time work with his father on weekends to supplement his income. Unfortunately, he could not find employment in the collision field, but he never gave up. He maintained his part time job and utilized newspaper ads, personal referrals, and self initiative in seeking employment.

He is currently earning \$2.75/hr. in custodial work at the new Blue Cross/Blue Shield Building. He is also utilizing his electronics training by doing repair work on radios and TV sets.

The qualities that would best characterize Louis are: Courteous, dependable, cooperative, efficient, agreeable, and - most important - employable. Which is what we are all about!

* * *

Stanley G. entered the Job Upgrading Program at Chadsey, a very mixed up young man. He was skipping and failing all of his classes.

Upon receiving the individualized counseling afforded students in this program, the underlying causes of Stanley's problems came to light, namely, family problems caused by a drinking father and lack of suitable clothing for school and social events.

A part time job at United Dairies was provided by the Job Upgrading teacher @ \$1.75/hr. Stanley purchased some clothes and began to attend classes.

Recently, he received honors for perfect attendance and an academic 3.3 average. He will graduate in June and has been accepted at Wayne State University.

* * *

J.B. was referred to Southeastern Job Upgrading by the Attendance Department. He was simply not making it as a tenth grade student. His problems at the school included truancy and some petty extortion of younger students.

J.B. was enrolled in the program in September, 1970. His participation in class discussions and work was almost nil, although his attendance was good. His reading was very poor.

After a visit to the home, I began to bring J.B.'s problems into better focus. His mother was hospitalized with a heart condition, and the home was under the care of an older sister. Since there were seven other smaller children in the home, J.B. was more or less on his own.

His real interest was working on automobiles. He escaped the confusion of the house by working on a wreck of an abandoned car parked in the alley behind the house. J.B. had torn nearly every part off and was attempting to rebuild it, piece by piece. Although this appeared to me to be a hopeless project, it did open up insights into J.B.'s real interests.

J.B. was referred to Wolverine Trade School after processing by the State Vocational Rehabilitation Service. At Wolverine he studied the welding and auto body courses, things at which he was very adept. Within a number of months he had completed the requirements and had received a certificate of instruction from the school. In less than three weeks he was hired by Jim Causley's body shop on East Warren as a helper.

On my last coordinating call, J.B. was working on a wreck similar to the one he had torn down in his alley. Only this time he was getting paid for his work.

* * *

Claude was referred to the Western Job Upgrading Program in September, 1970 by Mr. Bouer of the Priest Attendance Center. Claude had been suspended from Southwestern for persistent disobedience. The Attendance Department sent Claude's suspension papers to my principal for review, and Claude and his father were called in for a conference. Claude was warned about being placed on strict probation.

Claude stated that his main concern was to be able to return to the regular school program. It was pointed out to Claude that he must meet three conditions if he wished to return to regular school. He would have to pass his classes with a "C" grade or better, have a good attendance record, and stay out of trouble.

Upon enrolling, Claude was placed in three eleventh grade classes. After talking with Claude, it was evident that he had ability, but his ability had been channeled in the wrong direction. Claude's attendance was excellent and at the end of the first report card marking period, he received two "C's" and one "B". Claude's parents were very pleased with his progress, and his father called many times to see how he was getting along and made one visit to the school.

A short time before Claude came into the Job Upgrading Program, he was employed part time by the J.L. Hudson Co. as a bus boy. This was his first job and he was happy to have his own money to spend. His appearance improved as the semester went along. By the end of the semester, he was one of the best dressed students in school, and he was complimented many times because of his pride in how he dressed.

When the new semester started in February, the teacher-coordinator recommended that Claude be returned to regular school at Western. He was accepted and placed in the retailing co-op program because of his employment at the J.L. Hudson store. Since he has been in the regular school program, he has continued to have good attendance and has maintained average marks. For the past two semesters he has been involved with the Student Intensified Program at Wayne State University.

Claude is now in the twelfth grade and will be graduating from high school this June. He plans to enter the University of Detroit in September to study engineering.

* * *

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Detroit Public Schools

Division for Administration
of Schools

Child Accounting and Adjustment
Services

THE JOB UPGRADING PROGRAM
MANUAL OF PROCEDURE
AND
CURRICULUM GUIDE

The Board of Education of the City of Detroit
1967

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The Job Upgrading Program Manual of Procedure

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DETROIT PUBLIC SCHOOLS

FOREWORD

Dr. Warren K. Layton served as assistant director, director, or divisional director of guidance and placement from 1930 until his retirement in 1959. His wide knowledge of recognized guidance and counseling procedures, his interest and efforts in behalf of young people, and his belief in them contributed a great deal to the success of the Program as it exists today.

In recognition of his many years of service devoted to the development of the Job Upgrading Program, we are reproducing on the next page his preface to our first "Manual of Procedure", considering that it is also a worthy preface to the present manual.

WILLIAM W. WATTENBERG
Associate Superintendent
Child Accounting and Adjustment
Services

CHARLES J. WOLFE
Executive Deputy Superintendent

NORMAN DRACHLER
Superintendent of Schools

ORIGINAL PREFACE

The project described in these pages is to the best of our knowledge and belief the first one of its kind in American public high schools. It is an effort to train and counsel idle dropouts for employment, or perhaps return to high school, on a voluntary basis.

A special program may be unique and still not necessarily represent a contribution to education or to community life. "Job Upgrading" at its inception was considered an experiment. The Superintendent of Schools said, "Let us give this plan a trial". After ten years no one is complacent about it. However, the facts are that it has been expanded from one class to ten, and the various employers and other non-school community leaders who work with Job Upgrading are its strongest supporters.*

That several thousand young Detroiters have received definite benefits, financial and otherwise, is unquestioned. But Job Upgrading may prove to have made other contributions. It has brought the school and the community together in a common effort to develop the potential of a group of teen-agers often "written off". And it has demonstrated the effectiveness of individualized, guidance-motivated teaching in a friendly (not soft or paternal) setting.

Job Upgrading is not the solution to all the problems of high school education, but it throws some light on one of the difficult ones: What can we do with the dropout?"

I am very glad to have had a small part in this fascinating project.

Warren K. Layton

* The program is now in its eighteenth year and operates 18 centers.

INTRODUCTION AND ACKNOWLEDGMENTS

The purpose of this "Manual of Procedure and Curriculum Guide" is to serve the Job Upgrading teacher-coordinator in the performance of his responsibilities as well as to provide administrators and others with information and understanding of the program.

The Job Upgrading Program was established by the Detroit Public Schools in 1949 in cooperation with the Detroit Council for Youth Service as one method of meeting the needs of unemployed youth in the community. The Council and other agencies had become particularly interested in the development of a program which would contribute to the economic independence of youth. With the end of World War II in 1945, employment opportunities for youth declined. Numerous studies indicated that thousands of young people between the ages of 16 and 21 were out of school and unemployed, and that they needed counseling and the opportunity to prepare themselves for gainful employment.

It is impossible to give individual acknowledgments to the many supporters of the program. However, it is felt that certain individuals and groups should be mentioned.

The unceasing efforts and genuine interest in youth of the late Claire Sanders, former executive secretary for the Detroit Council for Youth Service, were an incentive to everyone who knew her and contributed immeasurably to the program. Her friendship with Councilman Louis Miriani was instrumental in the Council's receipt of the \$8,000 annual subsidy from the City of Detroit. Her influence is still felt by the present administration in its relationship with the Detroit Common Council.

Dr. Paul Rankin, Mr. George Baker, and Mr. Joseph Beattie, former Director of Franklin Settlement, also deserve special mention, not only for their leadership on the Detroit Council for Youth Service, but also for their inspiration and encouragement during the many years of the program's existence.

Miss Milma Wickstrom, former Secretary-Treasurer of the Council, served as a consultant and gave unselfishly of her time to assist the program and its staff in years past.

The interpretation of the program to the community has been due largely to the work of Miss Gladys Little whose interest in the program has been second to none.

An excellent foundation was laid by the pioneer work of Miss Virginia Allen, the teacher who started the first Job Upgrading center at Northeastern High School. At the present time, 18 centers are operating in 15 locations and continued expansion is anticipated. Credit should also be given to Mr. Benjamin Chinitz and Mr. William Stoeffacher, who developed what turned out to be the first lesson sheets to be used in the program.

The program as it exists at the present time is greatly indebted to those people largely responsible for its administration in the past--Miss Bernice Schreader, Dr. Paul Hunt, Mr. Theodore Meyer, and Mr. Sumner Horton.

Many thanks are due to the City of Detroit, the McGregor Fund, the Opportunity Fund, the Detroit Rotary Foundation, and the Division of Vocational Rehabilitation of the State of Michigan for providing subsidies, both past and present, for work experience assignments for trainees in the program.

Recent expansion of the program under the Elementary and Secondary Education Act has been due largely to the efforts of Dr. Carl Marburger, Dr. Louis Monacel, Mr. Terry Hughes, and Mr. Herschel Fort. Their interest, along with the valuable assistance of Mrs. Dorothy Gee, has been instrumental in the recent growth of the program.

Last, but by no means least, this "Manual of Procedure and Curriculum Guide" represents the combined efforts of both past and present staff of the Job Upgrading Program, whose interest and loyalty have been most helpful to the present administration.

David Dombey
Administrative Assistant
Job Upgrading Program

June 1967

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PART A

MANUAL OF PROCEDURE

This "Manual of Procedure" is designed to acquaint new members of the Job Upgrading staff with all phases of the program. It is also to be used by members of the staff for review of procedures and to provide information to others interested in the program. School administrators and other agency and governmental personnel may also wish to familiarize themselves with the program through this manual.

CHAPTER I

DESCRIPTION OF THE JOB UPGRADING PROGRAM

"Job Upgrading" is a voluntary program designed to aid in the educational and occupational adjustment of young people 16 through 20 years of age, who have left school or are about to leave school before graduation. Its specific purposes are to provide instruction which will help these youth secure and keep employment, and to assist those who need and want education or further training to obtain it. To achieve these goals, it has been found advisable to provide a relaxed, informal, workshop atmosphere where these young people receive individual counseling, understanding, and supervised work experiences.

The main elements of the program are the following:

Individual Counseling	The young person is given acceptance, understanding, and help with personal problems, personality, grooming, work habits, and educational adjustment.
Group Conferences	Discussions on a widely varying range of subjects are geared to improving educational and vocational understanding, and therefore to achieving greater success on the job and/or in school.
Lesson Sheets	Written lessons are designed to be informative, provocative, and to assist in guiding these young people to honest self appraisal, resulting in constructive goals. It is a positive step toward achieving both educational and vocational upgrading.
Additional Classwork	Enrollment in classes in the regular high school curriculum and/or remedial classes, if available, are urged for those who have the ability and are interested.
Paid Work Experience	On-the-job training is given under careful supervision.
Job Placement	A primary goal is placement on a job after the training period, either by direct application or through available resources.
Return to Regular School	Job Upgraders are encouraged to return to regular school. Those students who complete credit hours in regular classes, maintain regular attendance, develop acceptable attitudes toward authority, practice good citizenship with their peers, participate in

remedial reading programs, and perform well on assigned work experiences are recommended to the principal by the teacher-coordinator for return to regular school.

Follow-up Service

The teacher-coordinator maintains personal contact with the trainee for at least six months after the student finds employment, returns to regular school, or enters some other type of training.

THE ROLE OF THE PROGRAM IN THE DETROIT PUBLIC SCHOOLS

The Job Upgrading Program is included under Child Accounting and Adjustment Services. There is an administrative assistant in charge of the program, whose responsibilities consist of general supervision of all Job Upgrading centers, coordinating work-experience assignments, writing Federal proposals, and all other related activities of the program.

The program is in operation on a 12-month basis; however, the teacher-coordinators are employed for 44 weeks. During the summer months, the Job Upgrading centers are reduced by combining two neighboring centers in one group which meets at one of the involved schools. The actual number of centers in operation during the summer is determined by monies allocated by the Board of Education and Federal funds.

THE TEACHER-COORDINATOR

Qualifications

Candidates for this position must be able to satisfy the legal requirements necessary for teaching in the State of Michigan and must possess a minimum of a Master's Degree from an accredited institution. Preparation should include basic knowledge of counseling and guidance techniques. The candidate should show evidence of competence in working with school personnel, community agencies, business and industry. Also required are three years of successful school experience with adolescent pupils. This includes teaching experiences in the seventh through twelfth grades or equivalent. In addition to the requirements of education and experience indicated, the Job Upgrading teacher-coordinator must be skilled in human relations and able to work effectively with pupils and parents on a highly individualized basis.

Duties and Responsibilities

The candidates for this position must:

1. Have the experience and ability to interview and counsel young people.

2. Have the background and experience in the world of work to know and understand the requirements of today's labor market.
3. Have the ability to give clear, concise instructions to the young people with whom they will work.
4. Have the ability to work effectively with the school administration, counselors, and teachers, both within the building and throughout the school system.
5. Have the ability and available transportation to make personal calls on business and industry for job development and follow-up work.
6. Have the ability to maintain good public relations with work supervisors, private employers, and parents.
7. Have the ability to keep accurate reports and work, at times, under pressure.

TEACHER'S DUTIES

Morning Program

Report to school office.
 Check the attendance of all enrollees (including those taking classes).
 Prepare for morning discussion groups.
 Issue irregularity excuses for those taking classes.
 Correct lesson sheets completed previous day.
 Coordinate work within the school building (arranging classes).
 Complete teacher-coordinator's afternoon report for the preceding day.
 Work with students individually on lesson sheets and projects.
 Confer with students who had papers corrected the day before.
 Hold individual conferences on personal problems, employment, and work-experience problems.
 Conduct group discussions on films and filmstrips.
 Administer tests.
 Confer on work experience training reports.
 Assist students taking classes in regular school with their homework.
 Practice interviews and introduction (role playing).
 Receive telephone calls and make necessary disposition.
 Make appointments for work experiences and regular employment interviews.
 Interview and confer with parents.
 Supervise students' dismissal at lockers and leaving the building.
 Have remedial work when needed.
 Check office mailbox.
 Make telephone calls (absentees and follow-up calls).
 Keep daily records (attendance, daily membership, etc.).
 Handle work experience requests and scheduling of appointments.
 Program regular classes.
 Complete teacher-coordinator's afternoon report.

Make anecdotal entries on active, follow-up, and completion records as necessary.
Address letters to school leavers or prospective enrollees.
Make contacts for speakers, films, etc.
Develop outlines for special interest presentations (sex education, cultural exposure, vocational resources, field trips).
Establish good public relationship with the school to promote the Job Upgrading Program.

Afternoon Program

Make coordinating calls for those trainees on work experience assignments.
Make follow-up calls on those who have left the program and are in regular full-time employment.
Make follow-up calls on trainees enrolled in other schools or within own building.
Contact classroom teachers regarding the progress of Job Upgraders who are enrolled in regular classes.
Make home calls in order to provide service to those who have left the program and are not attending school or working.
Make home calls to investigate absence from school or work experience.
Develop training opportunities in cooperation with the Division of Vocational Rehabilitation and the Job Upgrading Placement Service.
Secure names and addresses of dropouts from other schools or students who have left school before graduation.
Engage in job development (visits to private employers).
Correspond with referral persons and agencies.
Care for other correspondence (recommendations, requests for transcripts).
Care for and maintain classroom (bulletin board, lesson sheet rack, etc).
Hold initial interview with new students (prospective enrollees).
Attend faculty meetings.
Attend staff meetings and workshops.

Evening Program

The teacher-coordinator will assume the duties and responsibilities normally accomplished in the morning phase of the program.

THE ROLE OF THE COMMUNITY

To a large extent, the success of the Job Upgrading Program may be attributed to the cooperation of the community. Social agencies, the City of Detroit, the Division of Vocational Rehabilitation, and a number of private employers provide on-the-job training. This supervised work experience is subsidized by the Detroit Council for Youth Service, the City of Detroit, the State of Michigan, and the Elementary and Secondary Education Act.

ELEMENTARY AND SECONDARY EDUCATION ACT

In April of 1966, the program was funded with monies received under the Elementary and Secondary Education Act of 1965, for the purpose of expanding its services. New centers were opened and work experiences were lengthened and made more realistic and meaningful. In reading this Manual of Procedure, please bear in mind that the amount of service rendered by the program is directly affected by Federal funding, and will vary accordingly.

CHAPTER II

THE JOB UPGRADING STUDENT

ELIGIBILITY FOR ENROLLMENT

Young people 16 through 20 years of age, who have left school and have been unsuccessful in finding employment or returning to school, may enroll in the Job Upgrading Program. It is not necessary for any time to elapse between leaving school and entering the program, but it does give the individual an opportunity to be more receptive to the services of the program if he is out of the school environment for a period of time.

At the discretion of the school principal, potential dropouts may be transferred into the program before leaving school.

Enrollment is entirely on a voluntary basis. The program is available, without charge, to residents of the City of Detroit. Tuition arrangements may be made for non-residents in centers where there is no waiting list.

Job Upgrading is designed primarily for the school dropout who needs help in becoming employable, or who needs help in returning to the regular school program. Some young people, who have been in special education classes in the Detroit Public Schools or who have received the services of public or private agencies working with handicapped people, may also qualify for Job Upgrading.

SOURCES OF REFERRAL

Anyone may refer young people to the Job Upgrading Program. The main sources of referral are:

- The Detroit Public Schools
 - Attendance Department
 - Psychological Clinic
 - School Administrators
 - Counselors
 - School Attendance Aides
 - School Social Workers
 - Special Education Teachers
- Parochial Schools
- Michigan Employment Security Commission
- Wayne County Bureau of Social Aid
 - Aid to Dependent Children
- The Department of Public Welfare
- Social Agencies
- Private Employers
- Other Community Agencies

ENROLLING THE STUDENT

It is recommended that the initial interview be by appointment in the afternoon. However, if an applicant appears in the morning, the teacher-coordinator may interview him at that time, if it is convenient.

The initial interview is one of the most important contacts the teacher has with the young person. At this time, much information may be obtained regarding his reasons for leaving school, family history, employment history, interest in future jobs, and additional training needs. All of this information is recorded on the individual's Job Upgrading Counseling Record (Form 5602).

The initial application record may be completed by the applicant himself. At this time the teacher-coordinator will determine the student's age, preferably by means of a birth certificate, his legal residence, and length of time out of school. This information must be verified by contacting the last school attended.

The Job Upgrading Program is explained to the applicant at the time of the initial interview. He is informed that this is a voluntary, informal, flexible program to help him:

- A.
 - 1. Get ready for employment.
 - 2. Find employment.
 - 3. To be a successful worker.
 - 4. Return to regular school.
 - 5. Enter some other type of training program.
- B. This includes training through:
 - 1. Lesson sheets
 - 2. Classes in regular school
 - 3. Group conferences
 - 4. Individual conferences relating to his personal problems.
- C. He is given a paid work experience that enables him to
 - 1. Earn while learning.
 - 2. Obtain references for the future.
 - 3. Evaluate his readiness for employment.
- D. A follow-up service is provided to help him get started on a job or return to a regular school program.

If the individual qualifies for membership in Job Upgrading, he may be enrolled at the time of the initial interview and considered on the active roll. Some teacher-coordinators prefer having the prospective trainee come in for a week before enrollment in order to evaluate his potential for success in the program, and to give him a feeling of what the program has to offer him.

Some school administrators expect each trainee to be approved for enrollment by the school office, in order to screen out applicants who have had previous disciplinary problems in that particular environment. These individuals may be referred to another center.

A school identification card is issued and a locker assignment may be made. The student is informed regarding school rules and the procedure followed during fire and air raid drills.

Additional clerical duties are performed in the enrollment of a student:

1. The student's name is entered on the Daily Membership Record (Form 527).
2. The student's Locator Card (Form 1002) is filled out and sent to the Job Upgrading Office.
3. The student's Attendance and Cross File Card (Form 5600) is completed. This card is used as an attendance card while the student is on the active roll. During the follow-up period, the card remains in his counseling envelope. When he leaves the program, this card is placed in the teacher-coordinator's permanent cross file.
4. A Social Security card is obtained if the trainee does not have one.
5. The following forms are completed and sent to the Central Office, when trainees are paid through the Board of Education Payroll Department:
 - Board of Education Personnel Forms
 - Federal Withholding Tax Forms
 - City of Detroit Withholding Tax Forms
 - Oath of Allegiance Forms.
6. The completed Family Data Sheet is placed in the trainee's counseling envelope.
7. When necessary, an evaluation sheet is sent to the Research Department.
8. A work folder is issued with a Progress Chart.
9. A disposition card (Form 5612) is sent to the source of referral.

WAITING LIST

At times it may be necessary to place an applicant on a waiting list. However, every effort should be made by the teacher-coordinator to give the individual a satisfactory interview. He may be given a list of sources of employment and encouragement to seek a job on his own. He is also invited to keep in contact with the teacher-coordinator by telephone or personal visits.

CHAPTER III

THE TRAINING PROGRAM

TYPES OF TRAINING OFFERED:

There are three main types of individuals in the program at any one time. The training for each of these three overlaps with special emphasis on the particular needs of each student.

1. Those Who May Be Employed Without a Supervised Work Experience. The individuals in this group may need only the counseling and help offered in the morning training sessions described below.
2. Those Who Need a Supervised Work Experience. The individuals who fall into this classification receive the same type of training as those in the first group plus a supervised work experience.
3. Those Who May Return to Full-Time School. Young people with the ability to do so are encouraged to return to regular full-time school whenever possible. In addition to the training provided for the other two types, these individuals usually attend classes in the regular high school

A detailed description of the training provided the individuals in each of these groups is given in this chapter and in Chapter IV.

THE MORNING SESSION

The Job Upgrading group meets with the teacher each morning during the regular school morning program. Individual counseling, guidance, and training are provided in an informal workshop atmosphere. There are no class periods or rigid schedule. The training is varied and adapted to the individual's needs. Two and a half hours of elective credits may be earned by the trainee after attending the equivalent of 90 class periods and exposure to all areas of instruction. A Curriculum Guide developed by the staff follows this Manual of Procedure.

Written Work

Specially designed projects prepared by the staff are used in the training of the students. These projects are called lesson sheets and are revised periodically. The students work on these lesson sheets at their individual rates of speed. Booklets are used in conjunction with some of the lesson sheets. A complete listing of the lesson sheets and Science Research Associates booklets will be found in the Curriculum Guide. Each Job Upgrader has a folder in which is kept unfinished work and a progress chart used to encourage self-evaluation.

All work is carefully checked by the teacher-coordinator and returned to the student with suggestions. When corrections have been made on a lesson sheet it is approved and the teacher-coordinator records it on the student's progress chart. He may also record it on a duplicate chart which is kept in the trainee's counseling envelope. Whenever possible, the teacher-coordinator and student should correct the project together. Allowances are made for students with limited reading and writing skills.

Individual Conferences

While the students are working on lesson sheets the teacher-coordinator does individual counseling. The personal attention given to each member of the group is one of the most important phases of the program and a large portion of each morning is devoted to this activity. Problems are discussed which may include such areas as job and career aspirations and capabilities, personality improvement, home situations, grooming, work habits, health, assistance with fundamental skills and any others as they arise.

Group Work

Sufficient time is devoted to group discussions of topics that are of value to all members. A topic of special interest is introduced with the students participating in the discussion. Every effort is made to make this an interesting and helpful highlight of the morning. Some students who have difficulty with written material gain a great deal from these sessions. A complete list of suggested topics is included in the Curriculum Guide.

It is desirable for the teacher-coordinator to keep an outline of the topics discussed. Bearing in mind that there is a continual change in student personnel and that these topics will need to be repeated at regular intervals, the teacher-coordinator should record which trainees are exposed to the various units appearing in the Curriculum Guide.

Small Group Conferences

It is often desirable for the teacher-coordinator to work with a small group of individuals who have a common interest. For example, they may need to learn how to make change or how to compute sales tax; or they may need special help with reading, spelling, or arithmetic. Workbooks and other supplementary materials are supplied.

Practice Interviews

In order to give the trainee greater confidence when he goes for an interview for a work experience assignment, practice interviews should be held frequently. Trainees should have several opportunities to participate in this role playing device. Before reporting for any type of job interview, lesson sheets concerned with this topic should be reviewed. During the practice interview the teacher-coordinator takes the role of the employer and asks the type of questions the trainee can expect when he applies for a job. Special attention is given to good grooming and manners. A tape recorder is of special value for interviewing practice.

Audiovisual Aids

One day each week the discussion should be supported by filmstrips and on another day by sound films. Films should be selected on the basis of desired learning outcomes. Audiovisual aids are requisitioned in advance from the Audiovisual Department according to approved procedures, from the Job Upgrading Central Office and from other available approved sources. There should be a preparation period before a filmstrip or sound film is shown. Each filmstrip should be accompanied by an explanation and discussion. Each sound film should be followed by a discussion, providing for as much pupil participation as required. A complete list of suggested material will be found in the Curriculum Guide.

Daily Newspaper

Newspaper want ads should be checked daily and trainees seeking employment should be encouraged to apply for any jobs for which they could qualify. This experience of personal application is excellent practice even if no job is obtained. The newspaper should also be used to encourage the trainee to become familiar with local, state, and national news.

Grooming Aids

Job Upgraders often need help in developing good grooming practices. Under the teacher-coordinator's direction they are encouraged to use the grooming aids available in the classroom.

Typewriter

The typewriter is provided for the use of those young people who are enrolled in a typing class or who have had typing in school. It provides them an opportunity to practice and improve in their typing skills. In order to keep the typewriter in good operating condition, it should not be used by students unless they have had some typing training.

Use of the Telephone

A telephone is essential to the efficient operation of the program. Students who are absent are requested to telephone the teacher-coordinator. This practice helps to develop the habit of notifying a future employer when absence from the job is necessary. Training also is given the students in the correct method of making a telephone call and in taking a telephone message. In addition they are given instruction in the use of the telephone directories, the Tele-trainer, (available from the Michigan Bell Telephone Company), and supplementary pamphlets and films.

School Map, City Directory, and Bus Map

A school map, city directory, and bus map are used to teach the trainees how to find their way around the city. Many of them have had little or no experience in finding streets and street numbers. Some trainees are only familiar with their own particular neighborhoods and require training in how to expand their job market.

Manual Dexterity Test Board

The manual dexterity test is used to test speed and accuracy in transferring bolts from one side of a board to another. In many factories a simple test like this is given to determine a prospective employee's dexterity. The use of this testing device acquaints the trainee with what he might expect when applying for a job requiring these skills.

Cash Register

Training in the use of the cash register and in making change is given with the use of toy money.

Bulletin Boards

Students assist in the planning and construction of bulletin board displays. It is desirable to have two or more bulletin boards in each room. On one of these, lists of names are printed in large bold print that can be seen from anywhere in the room. These lists contain the names of trainees who have been successful in the program and serve as an incentive for those in training. Names are listed under the following headings:

1. In Regular Classes
2. On Work Experience
3. Follow-Up-Employed
4. Follow-Up-Returned to School or Other Training
5. Upgraded

Speakers

Community resources should be utilized whenever possible. Many professional organizations have organized speakers' bureaus to provide speakers for high school classes. This service gives students an opportunity to discuss problems of the business world with business leaders. The teacher-coordinator also may invite speakers from placement agencies, armed services, F. B. I., employers with whom he has been in contact and former students.

The Detroit Police Department provides two itinerant officers for the east and west side high schools. The officers are trained to work in the classrooms where questions may be asked concerning the junior citizens' responsibilities to the community. The school office and principal should always be informed in advance when non-school people are invited to participate in the Job Upgrading Program.

Library

Each Job Upgrading class should have a library of books dealing with youth employment problems, remedial reading, arithmetic, and personality problems. In addition to the books requisitioned through the schools, some are donated by interested persons. Visits to the school library and the nearest public library are encouraged. Training is given in the use of these resources.

Psychological Services

Psychological services are available to the staff for the purpose of testing, counseling, and consultations. Staff members may request service by contacting the Psychological Clinic. Previous test results on some trainees are also available.

CHAPTER IV

SUPERVISED WORK EXPERIENCE

Some of the students find their own jobs within a few weeks after attending the program. Those who need on-the-job training in order to become more employable are usually placed on a supervised work assignment. They work twenty hours a week for a minimum of six weeks, thus giving them an opportunity to:

Obtain on-the-job training in the afternoon while continuing with the regular Job Upgrading Program in the morning.

Go through the interview process with an employer, a personnel director, or representative.

Gain confidence in many phases of job adjustment.

Learn various skills and good work habits, such as being on time and regular attendance.

Learn to follow directions and assume responsibility.

Learn to work with others.

Learn to manage their own money.

Come in contact with adult workers who may encourage them to further their education.

WORK EXPERIENCE STATIONS

For the work experience phase of the program the Job Upgrader is placed in a work situation which is determined by student-teacher-coordinator planning. These assignments may be made in one of the City departments, in social agencies of the United Community Services, or with other non-profit employers who have a working agreement with the Job Upgrading Program.

The Division of Vocational Rehabilitation may subsidize the work experience for an extended period for those individuals who are handicapped physically or mentally and therefore require a longer training period.

QUALIFICATIONS FOR A SUPERVISED WORK EXPERIENCE ASSIGNMENT

A student is considered ready for a work experience assignment when he meets the following requirements:

1. Has been in regular attendance for a predetermined length of time.

2. Has completed a sufficient number of lesson sheets. This number is based on the individual's ability and is determined by the teacher-coordinator.
3. Has demonstrated good grooming and work habits.
4. Has acquired the ability to follow orders and to get along with others.
5. Has learned to assume some degree of responsibility for himself.

PROCEDURE FOR ASSIGNMENT

1. A trainee is ready for a work experience assignment when the teacher-coordinator determines that he qualifies for a work experience, has a social security card, and has completed the necessary forms required by the Board of Education Personnel Services. These forms must be sent to the Central Office as soon as possible after enrollment in order to have the trainee paid on time.
2. After a conference with the trainee regarding the type of work experience assignment to be made, the teacher-coordinator calls the secretary at the Job Upgrading Central Office to find out what work stations are available. A temporary commitment is made for the individual trainee to work on the particular assignment.
3. The teacher-coordinator calls the work supervisor in order to arrange for an interview. The trainee is prepared carefully for this interview by the teacher-coordinator. He must be given information about the job, the name of the person to contact, and explicit directions to the location of the work experience.
4. The teacher-coordinator then sends the trainee with a special form of introduction to the interviewer (Form 5604). If it is to a social agency an application blank (Lesson Sheet #7-1) must be sent with the trainee. The trainee goes through the regular steps of applying for employment by showing proof of age, displaying a social security card, filling out an application blank, having an interview, obtaining a work permit (if under 18 years of age) and having a physical examination if it is required for the particular job.

Trainees assigned to work in City departments are sent for their interviews to the Job Upgrading Central Office, where they are interviewed by a representative of the Mayor's Committee on Human Resources Development. Appointments for these interviews are made through the Job Upgrading secretary.

5. After a trainee has been accepted for a work experience assignment, the teacher-coordinator must call the Job Upgrading Central Office secretary to notify her of the finalization of the assignment. The white copy of Form 5611 is sent to the Central Office and a duplicate is kept in the trainee's counseling envelope.

COORDINATING PROCEDURES

While the trainee is on his work experience assignment, the teacher-coordinator makes as many visits as necessary to assure successful training. At least three visits should be made during a 6-week assignment. The teacher-coordinator confers with the trainee's supervisor concerning any problems in regard to work habits, ability to learn the particular job, ability to work with others, and his time sheet. The supervisor should also be appraised of the trainee's background as well as any other pertinent information the supervisor should know in order to assist the trainee in his adjustment to the work situation. The teacher-coordinator should see the trainee on the job in order to further an understanding relationship. Problems may indicate a three-way conference between the trainee, the teacher-coordinator, and the work supervisor.

During the morning session, following the coordinating visit, a private conference is held between the teacher and the trainee. Emphasis should be placed on the trainee's good qualities first in order to give him confidence before comments of a constructive nature concerning his weaknesses are discussed.

Work Progress Reports

On the first coordinating call during the second week, and again toward the end of the assignment, the teacher-coordinator will take a Work Progress Report for the supervisor to fill out and return. The Progress Report gives the teacher-coordinator and the trainee an opportunity to better evaluate the progress being made on the job. The Progress Report can also be used for students on follow-up.

Payroll Time Sheets

The Job Upgrading Central Office prepares a Payroll Time Sheet for the trainee when he is assigned to a supervised work experience, and thereafter for each two-week pay period for the duration of the assignment. The time sheet is mailed to the supervisor of the work station. When making a coordination call the teacher-coordinator will check the time sheet with the supervisor for proper posting, irregularities in attendance, or other discrepancies.

In order to avoid errors, the supervisor at each work station fills in the time sheet. The time sheet, signed by the supervisor, must be sent to the Central Office on the last day of each pay period in order to expedite a prompt pay date. Paychecks are normally sent to the trainee's residence unless request is made for the Central Office to send it to the teacher-coordinator for distribution.

CREDITS FOR WORK EXPERIENCE

Trainees may earn 2 1/2 hours of elective credits for participation in the work experience phase of the program. They must have had a minimum of 90 hours of supervised work experience; and at least two training reports, showing satisfactory adjustment, must appear in their counseling envelopes.

CHAPTER V

SEPARATING STUDENTS FROM THE PROGRAM

Students may be separated from the program in one of four ways: Voluntary Left, Involuntary Left, Completion and Follow-Up. On the school office section of the Daily Membership Record (Form 527), trainees going on the Follow-Up Roll are listed as "Completions".

Voluntary Left

Those students who leave the program as a result of their own volition are marked Voluntary Left. Some of the reasons are: unable to adjust in school, needed at home, marriage or other voluntary causes.

Involuntary Left

Those students who leave not as a result of their own volition are marked Involuntary Left. Included in this category are: confinement to institutions (with the exception of the Wayne County Youth Home), moved and unable to locate, illness extending over thirty days, excluded, (Uneducable), death, cyesis, and other involuntary reasons.

Completion

Any student who is not marked Voluntary or Involuntary Left and does not enter employment or return to school or other training will be marked "Completion". Teacher-coordinators will use the following criteria as a guide in determining the "Completion" status of their students:

1. Recognition on the part of the student that his needs have been fulfilled in the Job Upgrading Program in the areas of self-evaluation, career planning, pre-employment training and personal adjustment.
2. Recognition on the part of the teacher-coordinator that the student has reached a level of development that would make further class participation unnecessary.

Students marked "Completion" under these conditions should have a provable record of accomplishments: i.e., one or more successful work experiences, noticeable personality improvements, success in regular classes or employment. The Student's Counseling Record (Form 5602) should include a summary of the student's background, all subsequent information, a satisfactory work experience, the records of part-time jobs, results of regular class work attempted, and/or any other pertinent information.

Upon being marked "Completion", the teacher-coordinator will estimate the student's degree of employability and enter a statement similar to these suggested below:

1. Placeable--Relatively easy to place with minimal service.

2. Placeable with some degree of difficulty--Needs moderate attention for job development by the teacher-coordinator.
3. Placeable with considerable difficulty--Needs intensive assistance on the part of the teacher-coordinator.
4. Probably unplaceable--May require a sheltered workshop situation before becoming employable.
5. Unemployable--The record should indicate whether the student has been referred to other social agencies: i.e., League for the Handicapped, Jewish Vocational Service, Division of Vocational Rehabilitation.

The Completion file should be reviewed periodically to determine what has happened to the student in terms of employment or continued education. This file also acts as a list of those who are available for employment.

Follow-Up

Students who leave Job Upgrading and go directly into employment or return to regular school are marked "Follow-Up". Their records are placed in the proper Follow-Up file until they are upgraded. If the student is not upgraded, his record should be returned to the Completion file and cross-filed at the end of the school year in June. Every effort should be made to have the student return to the Job Upgrading center for further counseling and training.

Time Requirements

Time requirements have been eliminated as a criteria for marking trainees "Completion" because the Job Upgrading Program is a guidance and counseling program.

The students enrolled in the Job Upgrading Program have different levels of intelligence, experience, and maturity; therefore, the needs that the program serves vary greatly. Frequently, an initial and a final interview with a referral fulfills the student's needs. This is a complete service even though little time has elapsed and the case should be recorded after a follow-up call has been made to see that the recommendations were accepted.

CHAPTER VI

FULL-TIME EMPLOYMENT

HOW JOBS ARE OBTAINED

The ultimate goal for many of these students is a full-time job. They need help in deciding what they want to do and what they can do. With the future so uncertain for many of them, it is very important that they have an idea of the kinds of work they can do and a plan for getting into such an occupation. When, in the opinion of the teacher-coordinator, the trainee is ready for full-time employment an effort should be made to assist and encourage him. The methods for reaching this goal are described in the following paragraphs.

Personal Efforts of the Job Upgrader

The young person is encouraged to look for a job on his own. He makes use of the want ad section in the daily newspapers. He is encouraged to seek employment through the City, County, State, and Federal Civil Service Commissions. He is made aware of the fact that 75% of the people finding employment do so on information obtained from friends, relatives, and acquaintances.

Referral to Employment Services

The teacher-coordinator may refer students to:

1. The Michigan Employment Security Commission has various offices which can be utilized in helping the youth secure testing, training, counseling, guidance, and placement service. They are:
 - Youth Opportunity Center
 - Clerical and Sales Placement Office
 - Manufacturing Placement Office
 - Domestic Placement Office
 - Non-Manufacturing Placement Office
 - Handicapped Placement Office
2. Job Upgrading Placement Office. The Job Upgrading Central Office maintains a Job-Coordinator to assist trainees in locating employment. Appointments for interviews should be made in advance by calling the Job-Coordinator.
3. Human Resources Development (H.R.D.). The City of Detroit, through this agency, provides assistance and job placement for the needy.

Job Development by the Teacher-Coordinator

When a job is not realized through referral to the employment services, the teacher-coordinator proceeds with other job development plans. He makes visits to employers for a particular individual with a specific job in mind. The teacher-coordinator is then able to give the prospective employer information regarding the student's education, training, work record, interests, aptitudes,

attitudes, and dependability. This contact with the employer is important before sending the student for the interview. See Appendix for more detailed information.

Employer Requests

Employers who have found students from the program to be satisfactory workers are encouraged to call a teacher-coordinator at one of the Job Upgrading centers or the Job Upgrading Placement Office when they need additional employees.

Employment by Work Experience Stations

Many Job Upgraders are hired by the private employers or social agencies that provide the supervised work experience. The student who had a work experience in a department of the City of Detroit is hired in the same way as other city employees. He must make application through the Civil Service Commission, take a written examination, and meet the same qualifications as other applicants for the specific job.

Private Employment Agencies

The trainee should be familiar with the existence of private employment agencies as a source of referral to employers. Although a fee is often required if a job results from a referral, private agencies quite often have excellent contacts with employers who, for one reason or another, refuse to work with public agencies.

REFERRAL PROCEDURE

A special referral slip (Form 5604) made out in duplicate is used. The original copy is taken by the student to the employer or agency. The carbon copy is kept in the Student's Counseling Record envelope (Form 5602). Depending upon the circumstances, the teacher-coordinator may also wish to send a letter of recommendation with the student.

JOB FOLLOW-UP PROCEDURES

After a Job Upgrader obtains employment and is terminated from the program, his Counseling Record envelope (Form 5602) is placed in the appropriate Follow-Up file. The teacher-coordinator should make visits for a period of approximately six months to the place of employment to evaluate the new employee's adjustment to the world of work. This follow-up contact is important because it assures the student of the teacher-coordinator's interest and concern in his success. On many of these follow-up visits, the teacher-coordinator is able to give the trainee advice on how to be a better employee and to interpret the employer's attitudes and expectations. Often the employer anticipates the opportunity to discuss ways of meeting the employee's problems. Many employers feel that his cooperative supervision makes for better employees. Through these visits, the teacher-coordinator gains information that is helpful in

preparing his students for employment. Occasionally young workers return or telephone the teacher-coordinator to seek advice on problems which they have encountered.

Sometimes it may be impossible to make a follow-up visit due to the nature and location of the job. In such cases, a phone call is made either to the place of employment or to the home of the employee.

The following data are recorded on the individual's counseling record after the follow-up visit:

- Starting date of the job
- Name of the company, address, and telephone number
- Name of the supervisor
- Hours of employment
- Hourly rate or weekly salary
- Date of each follow-up visit
- Progress on the job

Contact with Placement Services

It may happen that an employer who is satisfied with a former Job Upgrader may contact the teacher-coordinator for another employee. If the original referral to this employer was made by the Michigan Employment Security Commission, the Job Upgrading Placement Office or any other agency, it is a courtesy to inform them that another Job Upgrader is being sent.

UPGRADED

Students are considered upgraded after they have shown the ability to hold a job and accumulate approximately six months of satisfactory work history. Once a student is upgraded no further contact is maintained unless it is requested by the student.

CHAPTER VII

RETURNING TO REGULAR FULL-TIME SCHOOL

PROCEDURES WHILE ON ACTIVE STATUS PRIOR TO RETURNING TO REGULAR SCHOOL

Qualifications for Returning to School

One of the options of the program for capable young people is to return to a regular school and graduate. During the initial interview it is advisable to explain this opportunity. The teacher should, also, point out the availability of classes to the trainee while he is active in the program. The student may receive credits toward a high school diploma provided he meets the academic requirements of these classes. Trainees should also be aware of the opportunity to earn up to 5 hours of elective credits for participation in the program. To qualify for a recommendation to return to regular school, the trainee should successfully complete two or three regular school classes which the teacher-coordinator will arrange for him while he is in the program. In all cases, however, the procedure for returning to regular school is left to the sole discretion of the individual school principal.

Programming Procedures

1. Prior to enrolling in regular high school classes, the student should demonstrate that he has satisfactory attendance, a suitable attitude, and the ability to do the work on the grade level he is eligible to enter.
2. Choices of classes the student wishes to take or is required to take are listed on the Plan of Work and Class Certificate, Form 1003.
3. Method of obtaining entry into classes should be consistent with the policy of the school.
4. A transcript of previous school work should be secured from the school the trainee previously attended either by phone or the use of the Request for Transcript, Form 4571. It should be stated that any available psychological data should also be included.
5. A conference should be held with the student when his transcript is received to determine his grade level, previous classes taken, and grades earned. Attendance and evaluation of personal traits are areas that should also be discussed.

Coordinating Procedures

A coordinating call should be made periodically to the classroom teacher in order to demonstrate to both the trainee and the teacher that the Job Upgrading teacher-coordinator is interested in the progress, attitude, scholastic achievement, and attendance of the trainee.

Recording Procedures

1. Each trainee should be issued a report card which is to be marked by the classroom teacher indicating his progress. The Job Upgrading teacher-coordinator should verify that the grade recorded on the card is in fact the grade the trainee received.
2. It is the responsibility of the teacher-coordinator to secure all final grades and ascertain that these grades have been recorded on the individual teacher's promotion rolls.
3. The teacher-coordinator must record these final grades on the Job Upgrading Attendance and Cross File Card, Form 5600, to simplify the locating of these grades at a future date.
4. At the end of the semester, the trainee should be given a Certificate of Accomplishment, Form 5609, to secure a record of his final grades. The teacher-coordinator should record these grades and courses on the trainee's Permanent Record Card, Form 80C, within their own school. If the permanent records are kept at another school, the original copy of the Certificate of Accomplishment signed by the principal should be forwarded to that school.

PROCEDURES AFTER LEAVING PROGRAM TO RETURN TO REGULAR SCHOOL

Regular High School Enrollment Procedures

When the student has satisfactorily met the qualifications for returning to school, a recommendation may be made to the high school principal that the student be enrolled on a full-time basis. Concrete support of the student's ability should be presented, such as: a letter of recommendation, his report card, his attendance record with an up-to-date Permanent Record Card, Form 80C. If a trainee resides in a region other than the one in which the Job Upgrading Center is located, contact should be made with the principal of the school in that region.

School-Follow-Up

When a student is accepted on a full-time basis, he is placed on the Follow-Up Roll. It is very important that the Job Upgrading teacher-coordinator confer with the counselor and the student once each card marking period unless a more frequent contact is necessary. The call is made to note the student's progress and to offer assistance if needed.

The following data are recorded on the individual's counseling record following the follow-up visit:

Dates of individual conferences with the student and the counselor.
Name of the school
Name of the counselor
Classes taken and grades earned

UPGRADED

The Job Upgrader who has successfully completed a semester in regular full-time school and is continuing to attend is considered upgraded and is taken off the Follow-Up Roll. Those attending other types of educational programs, training programs, or the armed services for a period of six months are to be placed in the upgraded category.

CHAPTER VIII

SPECIAL SERVICES AVAILABLE

Special services in the school system and in the community are available to the Job Upgrading teacher-coordinators and the trainees. These may vary from providing free medical and dental examinations to help with emotional problems.

DEPARTMENT OF GUIDANCE AND COUNSELING

This department of the Detroit Public Schools offers expert counseling and testing facilities. When there is evidence that a student could benefit from this service, he and his parents are consulted before an appointment is made. Aptitude tests are administered and a vocational profile is made. Counseling is given by trained personnel and the student is encouraged to return when the need is felt. The teacher-coordinator who made the referral is advised of the test results and suggestions are made that may be helpful in dealing with the trainee.

PSYCHOLOGICAL CLINIC

A call may be made either in person or by telephone to the Psychological Clinic. By properly identifying himself, the teacher-coordinator may secure information regarding a Job Upgrading trainee who was previously enrolled in the Detroit Public Schools. A member of the clinic's staff may be asked for advice on how to proceed with implementation of recommendations for a particular individual. When funds permit psychologists are assigned to serve the Job Upgrading Program exclusively.

SCHOOL SOCIAL WORK SERVICES

The Job Upgrading teacher-coordinator may ask the social worker in his school for assistance with individuals. With the availability of funds and personnel, social case workers may be assigned to work with Job Upgrading trainees exclusively.

JOB UPGRADING CASE CONFERENCES

If a Job Upgrading trainee is not progressing in the program as anticipated and the teacher-coordinator is unable to resolve the problem, he may arrange for a case conference. The administrator in charge of the program will appoint a conference committee. The committee will be composed of the requesting teacher-coordinator, one or more teacher-coordinators, and the administrator. Specialized assistance from other departments of the school system and the central administrative staff may be solicited as desired.

HEALTH SERVICE

The services of the school nurse are available to the members of the Job Upgrading Program in the same manner as they are for regular full-time students. If there is a health counselor in the school his services are also available.

Trainees usually provide their own medical or dental care. However, if the necessity arises, the parent, guardian, or case worker is advised of the apparent need of medical or dental service. When poverty prevails, proper care may be provided by one of the many city health centers or services. The school nurse will assist the teacher-coordinator in referring a trainee to a suitable agency.

SCHOOL ATTENDANCE AIDE

Normally, the individual teacher-coordinator handles all of the functions of the School Attendance Aide where his trainees are concerned. However, should he be unsuccessful in his efforts in solving the problems of non-attendance, missing school property, etc., he is encouraged to seek assistance from the Attendance Aide.

ATTENDANCE DEPARTMENT

Requests for approval of clothing are referred to the Attendance Department on Form 4527. Requests for free transportation, school supplies, etc., are handled directly by the school office.

DIVISION OF VOCATIONAL REHABILITATION

The Michigan State Division of Vocational Rehabilitation provides help for Job Upgraders who have a physical or mental handicap which would make it difficult for them to find and hold jobs. This may include obesity, a speech deficiency, emotional instability, a low mental rating, a cardiac condition, or any number of physical handicaps. The Job Upgrading teacher-coordinator confers with the parent or guardian and an interview is arranged with the case worker of the Division of Vocational Rehabilitation assigned to the particular Job Upgrading center. A complete physical examination, financed by the Division, is then required. A record of the trainee's mental rating is obtained from the Psychological Clinic. If eligible, the trainee may be given an extended work experience in private employment or at one of the stations working in cooperation with the Job Upgrading Program. In some cases, the Division of Vocational Rehabilitation will sponsor a sheltered workshop assignment either at Goodwill Industries, Jewish Vocational Service, the Detroit League for the Handicapped, or a similar agency.

DETROIT LEAGUE FOR THE HANDICAPPED

The League for the Handicapped will provide a sheltered workshop assignment or an exploratory work program underwritten by the Division of Vocational Rehabilitation. Referral to this agency is usually made through the Division.

GOODWILL INDUSTRIES

The Goodwill Industries will hire people with a physical or mental handicap in a sheltered workshop. Often they will provide an exploratory work program subsidized by the Division of Vocational Rehabilitation. Referral may be made directly by the Job Upgrading teacher-coordinator or through the Division of Vocational Rehabilitation.

JEWISH VOCATIONAL SERVICE

The Jewish Vocational Service offers employment counseling. This organization is particularly successful in youth placement. It also gives counseling service to those needing individualized help. The Job Upgrading teacher-coordinator may refer to this organization those individuals who need a sheltered workshop in order to explore their job potential. If a trainee is accepted in the exploratory work program, his training is subsidized by the Division of Vocational Rehabilitation.

JOB UPGRADING PLACEMENT SERVICE

When funds permit, a specialized placement service for trainees completing the program is maintained in the Job Upgrading Central Office. The Job Coordinator interviews and refers the applicant to private employers as well as to other agencies in the community.

MICHIGAN EMPLOYMENT SECURITY COMMISSION

Referral to the Youth Opportunity Center operated by the Michigan Employment Security Commission at 8600 Woodward is made by the Job Coordinator in the Job Upgrading Central Office. Trainees leaving the program and interested in placement in the MDTA sponsored Skills Center, Job Corps, or Neighborhood Youth Corps may be referred to the Youth Opportunity Center.

Other M.E.S.C. placement services are located at the following places:

Clerical and Sales Office	1145 Griswold at State
Manufacturing Office	2770 Park at Temple
Trade and Services Office	2539 Woodward at Sibley
Domestic Office	10351 Woodward
Labor Office	2471 Grand River

CHAPTER IX

RECORDS AND REPORTS

In order to have the Job Upgrading Program operate efficiently, it is important to maintain accurate records and to prepare periodic reports. This chapter is devoted to an explanation of those clerical details.

DAILY RECORDS

Job Upgrading Attendance and Cross File Card (Form 5600)

This card is used to record the daily attendance of each Job Upgrader on the active roll. It is filled out completely at the time the student is enrolled in the program. The card also is used to record the classes in which the student is enrolled and the grades he receives in these classes. In recording attendance, the following symbols are used:

X or /	- Present	Ent.	- Date entered
A	- Absent	Ex.	- Excused absence
T	- Tardy		or excused from
W	- Working		class early

Both sides of this form should be completed when the student is separated from the program and his counseling record cross-filed.

Job Upgrading Counseling Record (Form 5602)

The student's Counseling Record is begun at the time of the initial interview. Anecdotal records, properly dated, should be kept on all students on the active, follow-up, and completion files. All available information should be entered on this record as well as work assignments, grades, monies earned, etc.

Survey Card (Form 5603)

The Survey Card is used to survey those on the waiting list, notifying them of the opportunity to enroll in the program, requesting the trainee to contact the teacher-coordinator, etc. These cards are designed to reduce the correspondence, telephone, and home visit work load of the teacher-coordinator.

Daily Membership Record - Job Upgrading Program (Form 527)

At the close of each morning session, new entries, separations, and all other changes in membership that have taken place are recorded in the Daily Membership Book.

Work Experience Record (Form 5611)

When a trainee is assigned to a work experience, the front of this form is completed and sent to the Central Office. A duplicate copy may be kept for

the Counseling Record or the information recorded.

Teacher's Afternoon Report (Form 5601)

An account of the teacher's afternoon activities is kept on Form 5601. Coordinating, follow-up, and job development visits, office and school activities, meetings attended, and mileage are reported. To insure accuracy, this report should be kept daily.

Mileage Report (Form 6278)

A daily record of mileage for all out of school activities is kept on both Form 5601 and Form 6278. At the end of the calendar month, Form 6278 is submitted to the school principal. During the summer months, it is sent to the Job Upgrading Central Office.

WEEKLY RECORDS

Disposition Cards (Form 5612)

Time should be taken at least once each week to send out Disposition Cards. The date of the card and the name of the person to whom it is addressed should be recorded on the student's Counseling Record (Form 5602). Disposition Cards are sent to the person when his referral contacts the program, or for the following reasons:

1. Reports for an interview, whether he enrolls or is placed on a waiting list.
2. Enrolls in the program.
3. Leaves the program.
4. Begins a supervised work experience.
5. Receives a full-time job in private employment.
6. Returns to school.

All correspondence with the Department of Public Welfare and the Aid to Dependent Children Office should be addressed to the supervisor. The individual's case number should be recorded under "comments". If the case number is not known, the parent's name and address, plus the name of the case worker should be recorded.

In addition, a separate Disposition Card is sent to a social agency, city department, or private employer when a student who has had a work experience in that particular place has obtained full-time employment or returned to school. The card is addressed to the head of the organization, specifying, under "comment", the name of the department in which the work experience took place.

Training Report (Form 5621)

The Training Report is used to evaluate the success of the student who is on a supervised work experience. The report is completed by the supervisor during the second and the sixth week of the assignment. Usually the form is sent with the student. Sometimes it is left by the teacher-coordinator during a coordinating visit. It may be necessary for him to follow through to see that the report is returned. Each week the teacher-coordinator checks the list of those on work experience assignments and determines for whom a Training Report should be initiated.

MONTHLY REPORTS

The following reports are summarized or made out at the end of each school month:

Daily Membership Record (Form 527)

On Thursday preceding the last Friday of the school month, the Daily Membership Record is totaled and checked to see that all figures balance against the actual number of Job Upgrading students in each category. The Daily Membership Record is submitted to the school record clerk to enable her to compile reports for the entire school.

Monthly Membership Report

A summary of the Daily Membership Record (Form 527) is recorded on the Job Upgrading Monthly Membership Report. Since a compilation of these reports is due on the Associate Superintendent's desk by the end of the month, the teacher-coordinator will close his books by Friday of the third week and send his report to the Central Office on that day.

Teacher's Afternoon Report (Form 5601)

At the end of the school month, each teacher will have completed four weekly copies of Form 5601. The teacher-coordinator should check to see that all information is complete before sending them to the Central Office at the end of the school month.

Bus Ticket Requests (Form 5606)

Each month the teacher-coordinator prepares a request for bus tickets and transfers for all students for whom free transportation has been approved. The number of bus tickets and transfers on hand at the time of the request is also reported. The completed form is sent to the Job Upgrading Central Office. A schedule of the dates on which these requests are due is sent from the Central Office to each teacher at the beginning of the school year.

ANNUAL REPORTS

At the end of the school year special attention is given to the following records:

Job Upgrading Counseling Record (Form 5602)

Each student's Counseling Record is checked to see that all pertinent information, such as teacher-coordinator's name, work experience assignments, jobs in private employment, Disposition Cards, etc., have been recorded.

Work Experience Record (Form 5611)

The back of each Work Experience Record is completed and all spaces must be filled in accurately, including the number of weeks worked and the amount earned in private employment. These forms will be returned to you by the Job Upgrading Central Office when necessary for the purpose of completing these forms.

Job Upgrading Attendance and Cross File Card (Form 5600)

Form 5600 should have been completed for each student at the time he left the program or was upgraded. At the end of the year each card is given a file number. This number is also recorded on the student's Counseling Record (Form 5602). The Counseling Records are filed according to case number and are kept in the bottom drawer of the four-drawer file cabinet in the Job Upgrading room. The Attendance and Cross File Cards are filed alphabetically in the teacher-coordinator's 4 x 6 card file.

This procedure is followed only for those who have left the program or who have been upgraded. For those trainees who continue in the program or remain in the Completion File for the following school year, the same Counseling Record is used and kept current.

CHAPTER X

THE JOB UPGRADING CLASSROOM

LOCATION

If possible, the Job Upgrading classroom should be located on the first floor near an exit, since trainees enter and leave at irregular hours. In cases where classroom space is not available, the Job Upgrading room may be in another school or a rented facility near the high school served.

SIZE OF CLASSROOM

The room should be large enough to accommodate 30 students and all of the equipment used in the Job Upgrading center.

CLASSROOM USE

The room should be available from 8:00 A.M. to 3:30 P.M. to provide for all training activities. In certain cases, the Job Upgrading room may be used for scheduling of other classes after 12:00 noon.

EQUIPMENT

- 32 Chairs
- 8 Tables
- 1 Bookcase, if there is none built in
- 1 Typewriter
- 1 Typewriter stand
- 1 Four-drawer, legal size steel filing cabinet
- 1 Steel supply cabinet, if there are no built-in cupboards
- 1 Telephone
- 1 Cosmetic table
- 1 Small mirror, approximately 18" x 24"
- 1 Full length mirror
- 1 School map
- 3 Bulletin boards
- 1 Teacher's desk
- 1 Desk tray
- 1 Filing box for 3 x 5 cards
- 1 Filing box for 4 x 6 cards
- 1 Job sheet rack
- 1 Booklet (pamphlet) rack
- 1 Shoe shine kit
- 1 Radio (It may be loaned by the school)

- 1 Cash register
- 1 Flag of the U. S. A.
- 1 Time clock

AUDIOVISUAL EQUIPMENT

Arrangements for the movie projector and the filmstrip projector to be used in the Job Upgrading classroom are made through the principal or audiovisual coordinator.

Movie projector
Filmstrip projector
Record player

Overhead projector
Tape recorder
and others

SUPPLIES

The supplies used in Job Upgrading are requisitioned annually at the time specified by the Requisition Department. These are:

Classroom supplies
Paper supplies
Teacher's supplies
Testing materials

A list of the supplies which fall into each category will be found in the Appendix.

In addition to the supplies listed, the following are requisitioned through the Job Upgrading Central Office:

Daily Newspaper
Job Sheets
Scope Magazine

Science Research Associates booklets
Supplementary books

See Appendix for list of Supplementary Skill Builders Lesson Sheets (Series #7), Supplementary Books, and informational items designed to aid the teacher-coordinator in the performance of his duties and responsibilities.

Titles of Lesson Sheets (Series #1 - #6) will be found in the Curriculum Guide.

PART B

CURRICULUM GUIDE

In the course of the 20th Century Program, the following is to serve the teacher-coordinator as a guide and should not be construed as a rigid document which must be followed for every student entering the program. A key factor which has made the program successful in the eighteen years of its existence has been the flexibility and informality of its structure.

~~UNIT ONE~~

UNDERSTANDING MYSELF

I. Basic Knowledge, Generalizations, and Understanding

The trainee should:

- A. Understand why he is in Job Upgrading.
- B. Understand how to set and achieve goals for himself, both short-term and long range.
- C. Understand his individual capabilities and potentialities.
- D. Understand his attitudes, emotions, and personality in order to become better adjusted.

II. Section

1. Why is the trainee in the job upgrading program?

1. To get back into regular school or some other type of training program.

Questions trainee should ask himself;

a. Why did I leave regular school?

- (1) My scholastic ability did not warrant my continuing regular school.
- (2) My citizenship was unsatisfactory.
- (3) My attendance and punctuality were not up to the standards prescribed.
- (4) Economic hardship.
- (5) Health reasons.

b. How can I earn a recommendation to return to regular school?

- (1) By proving that I am able to pass assigned classes while in the program.
- (2) By showing that I am a responsible citizen in school and that I can conform to school regulations.
- (3) By being regular and punctual in school and my classes.

2. To learn how to get and hold a job.

Questions the trainee should ask:

a. How can I meet a work experience?

- (1) By participating in all phases of the morning program.
- (2) By being punctual and regular in my attendance.
- (3) By demonstrating acceptable behavior.

b. How can I best choose my work experience station?

- (1) By consulting with the teacher-coordinator to determine preferences and availability of work experience.
- (2) By examining and evaluating my abilities and interests in order to better choose a work experience which will enhance my chances of success on the job.

- c. How can I seek and obtain full-time employment?
 - (1) By making use of want ads.
 - (2) By making use of employment offices.
 - (3) By making use of suggestions and tips that I gather from friends and relatives.
- d. What attitudes must I acquire?
 - (1) Understanding that a full-time job will add to my experience and further my list of references.
 - (2) Realizing that I may have a number of temporary jobs before holding down a permanent position.
- 3. How can I best continue my education and also seek employment?
 - a. Become familiar with all available resources outside the regular day school.
 - (1) Adult day school
 - (2) Adult evening school
 - (3) Regular evening school
 - (4) Private schools
 - (5) Correspondence schools
 - b. A combination of any number of previously mentioned items.

To learn how to plan and achieve both immediate and long term goals, the trainee should ask himself the following:

- 1. What would I like to be doing in the future?
 - a. What are the necessary requirements to attain this goal?
 - b. How do my abilities match these requirements?
 - c. Is this realistic for me?
 - d. If the answer to c. is negative, what is a more realistic goal?
- 2. At what short-term goals should I aim, in order to accomplish my long range goals?
 - a. Complete the Job Upgrading Program and return to school or some other training program.

- b. Participate in a work experience and enter the labor market in an entry job related to my long range goal.
- C. To determine my individual capabilities and potentialities.
 - 1. What are my strengths and weaknesses?
 - a. Evaluation of test results
 - b. Evaluation of past performance in school
 - 2. Was my work experience a success?
 - a. Review of training reports
 - b. Review of attendance and punctuality on job
 - 3. Do my personal strengths outshine my weaknesses?
 - a. How can I improve my weaknesses?
 - b. How can I capitalize on my strengths?
- D. To understand my attitudes, emotions, and personality in order to become better adjusted.
 - 1. Attitudes:
 - a. How do I react to rules, regulations, and authority?
 - (1) In the home
 - (2) In school
 - (3) On the job
 - (4) In the community
 - b. Do I know the difference between acceptable and unacceptable social behavior?
 - 2. Emotions:
 - a. What are emotions?
 - b. How do emotions affect my performance?
 - c. With which emotions do I have problems?
 - d. How can I control the emotions that detract from my personality?

3. Personality:

- a. What is personality?
- b. What are the strong points in my personality?
- c. What are my personality weaknesses?
- d. How can I improve my personality?

III. Suggested activities and experiences related to increasing the trainee's understanding of himself.

A. Lesson sheets (See Resources)

B. Audiovisual aids (See Resources)

C. Suggested topics for group discussion

1. Who am I?
2. What are the environmental influences that affect who I am?
3. What are positive and negative attitudes and how do they relate to future success?
4. What are my problems and how can I solve them?
5. What is happiness and how can I achieve it?
6. What determines success?

D. Individual counseling

1. In school
2. At work
3. On home calls

E. Role playing

1. Teacher-pupil relationship
2. Successful vs. unsuccessful problem solving
3. Teen problems
4. Home relationships
5. Employer-employee relationship

F. Psychological services

1. Individual testing

- a. Bender-Gestalt
- b. Wechsler Adult Intelligence Scale
- c. Wide Range Achievement Test
- d. Taylor-Johnson Temperament Analysis
- e. House-Tree-Person

2. Individual counseling

G. Guidance and Counseling Department services

1. Individual testing

- a. General Education Development Test
- b. Otis Intermediate - Grades 4-9
- c. California Achievement Reading Test - Intermediate
- d. California Achievement Arithmetic Test - Intermediate

IV. Resources related to the trainee's better understanding of himself

A. Lesson sheets

- #1-1 Understanding Myself - Alphabetizing and Vocabulary
- #1-2 Why Job Upgrading?
- #1-3 Evaluating Myself
- #1-4 Discovering My Interests and Abilities
- #1-5 Setting Goals for Myself
- #1-6 Improving My Personality
- #1-7 Use of Hobbies in Developing Personality

B. Science Research Associates Booklets

- 1. Understanding Yourself
- 2. Growing Up Socially
- 3. Your Personality and Your Job

4. You and Your Problems
 5. About You
 6. Achieving Maturity
 7. Exploring Your Personality
 8. Growing Up
 9. Discovering Your Real Interests
 10. Do Your Dreams Match Your Talents
 11. Enjoying Leisure Time
 12. How to Solve Your Problems
 13. You and Your Abilities
 14. Your Behavior Problems
- C. Publications
1. M.E.S.C. Publications
 2. National Dairy Council Pamphlets
 3. Scope Magazine
 4. Teens Magazine
- D. Other available literature
1. Discovering Yourself - Cosgrove and Unruh
 2. Growing Up - Billet and Wendell
 3. Growing Up Emotionally - Menninger
 4. Your Attitude is Changing - Science Research Associates
- E. Board of Education audiovisual services
1. Films
 - a. Act Your Age S1245
 - b. Anger at Work S8056
 - c. Attitudes of Health S794
 - d. Benefits of Looking Ahead S4111

e. Don't Get Angry	S995
f. Dropout	S1828
g. Emotional Health	S1132
h. Facing Reality	S8181
i. Feeling Left Out	S1324
j. Feeling of Hostility	S1555
k. Feeling of Rejection	S1113
l. Habit Patterns	S8183
m. He Acts His Age	S1273
n. Jealousy	S1409
o. Learning from Disappointment	S204
p. Overdependency	S1557
q. Planning for Success	S878
r. The Griper	S4258
s. The Procrastinator	S973
t. The Show-Off	S4093
u. Toward Emotional Maturity	S4389
v. You're Growing Up	S447
2. Sound and regular filmstrips	
a. Acceptance of Differences	F3372
b. Choosing	F1828
c. Good Citizens Cooperate with Others	F3135
d. Good Citizens Grow in Responsibility	F3134
e. Good Citizens Obey Rules and Laws	F3133
f. Needs, Satisfaction, and Goals	F3378

g. Recognition of Responsibilities	F3373
h. The 90% You	F2314
i. The Way We Look at Things	F1832
j. Thinking for Yourself	F1754
k. Using Your Time and Ability	F1540
l. What Are Your Problems?	F2427
m. What Do You Like to Do?	F2661
n. Who Are You?	F2660
o. You and Your Growth	F1588
p. Your Feelings	F1589

F. Job Upgrading Central Office Library

1. Sound filmstrips
 - a. Dropping Out: Road to Nowhere
 - b. Values for Teen-Agers: The Choice Is Yours
2. Filmstrips
 - a. Shyness
 - b. Motivation: A Key to Achievement
 - c. Everyone Makes Mistakes
 - d. Personal Problem Solving
3. Records
 - a. The Vicious Circle
 - b. Think for Profit
- G. Other sources and activities
 1. Resource speakers
 - a. Employers - business
 - b. M.E.S.C. representatives

- c. Juvenile Court workers
 - d. Police Youth Bureau officers
 - e. Former Job Upgrading students
 - f. School administrators
- 2. School activities
 - a. Special functions within building, sporting events, pep rallies, guest speakers, special projects, etc.
- 3. Bulletin board

UNIT TWO

GETTING ALONG WITH OTHERS

I. Basic Knowledge, Generalizations, and Understanding

The trainee should:

- A. Learn to adjust individually so as to function better in various group situations, be they at home, in school, in social situations, or in the world of work.
- B. Develop healthy interpersonal relations so that he can accept situations and people as they are.
- C. Develop respect for individual differences and the rights of others.
- D. Develop an awareness of his responsibilities towards others and his role as a citizen.

II. Content

- A. To learn how to adjust individually so as to function better in various group situations.
 - 1. Am I able to accept responsibilities?
 - a. At home
 - b. In school
 - c. On the job
 - d. In social situations
 - 2. How do I react to unpleasant situations?
 - a. Have temper tantrum.
 - b. Retreat into a shell.
 - c. Put it out of my mind.
 - d. Act indifferent to the situation.
 - e. Accept the situation and cope with it to the best of my ability.
 - 3. What type of experiences upset me?
 - a. Taking orders from those in authority.
 - b. Having something interfere with my plans.
 - c. Being criticized for my actions.
 - d. Having tasks assigned to me which are beyond my abilities.
 - 4. How do I appear to those with whom I come in contact?
 - a. Do I look unhappy or am I able to wear a smile, even when I'm not feeling up to par?
 - b. Am I too quiet and introverted?
 - c. Am I able to listen to what others have to say, or do I insist on doing all the talking?
 - d. Do I know how to communicate within the group?

- B. To develop healthy interpersonal relations in order to accept situations and individuals in a more positive manner.
1. Am I able to put myself in the other person's place?
 - a. Before being critical of others, do I attempt to understand their problems?
 - b. Am I aware of the factors which contribute to the actions of those with whom I am in contact?
 - c. What can I do to help the other person when conflicts arise?
 2. How do I react when I'm "told off" by my employer or any other person in authority?
 - a. Do I talk back?
 - b. Do I offer some "made up" excuse for my actions?
 - c. Do I avoid looking the person in the eye and keep my mouth shut?
 - d. Do I accept the fact that I made a mistake and apologize?
 - e. Do I learn from my mistakes and try to see that they are not repeated?
 3. How do I get along with others in my family?
 - a. Parents or guardians
 - b. Brothers and sisters
 4. How do I get along with members of the opposite sex?
 5. How do I get along with those I work with on the job?
 - a. Employers and supervisors
 - b. Fellow workers
 6. Am I able to develop friendships easily?
 - a. Do I make friends only when it is profitable for me?
 - b. Am I able to confide in those I call my friends?
 - c. Can I be trusted to keep confidential the things my friends tell me?

C. To develop respect for individual differences and the rights of others.

1. What makes people different?

- a. Race
- b. Religion
- c. Education and intelligence
- d. Environment
- e. Attitudes, emotions, and personality
- f. Financial status
- g. Physical appearance
- h. Past experience
- i. Language

2. What is prejudice?

- a. Do I have any particular prejudices toward any types of individuals?
- b. What kind of people do I have trouble relating to? Why?
- c. With what kind of people do I feel most comfortable?
- d. How can I become the type of person who can get along with most types of people?

3. Are people born with certain rights or are they earned?

- a. What rights do all people have?
- b. What rights must the individual earn through his actions?
- c. Do I respect the rights of others in my day to day dealings with them?

4. How do I react to people with physical and/or mental handicaps?

- a. Do I make fun of them?
- b. Do I accept them as I would like to be accepted?
- c. Do I offer help to those less fortunate than myself?

5. How do I react to people who are in a better financial position than myself?
 - a. Am I jealous of them?
 - b. Do I feel that the world has "done me wrong"?
 - c. Can I accept them as individuals and judge them for what they are?
- D. To develop an awareness of my responsibilities toward others and my role as a citizen,
1. What responsibilities do I have toward others?
 - a. Respect for their opinions
 - b. Respect for their property
 - c. The GOLDEN RULE : "Do unto others as you would have them do unto you."
 2. Do I accept these responsibilities in all types of situations?
 - a. At home
 - b. In school
 - c. On the job
 - d. In the community
 3. What is a good citizen?
 - a. Do I keep informed on current events?
 - b. Do I understand the need for and obey the laws of my school, home, and community?
 - c. Am I familiar with the political structure of a democracy?
 - d. Will I be a knowledgeable voter when I reach voting age?
 - e. Do I understand the need for and help support community charities and activities?
 4. Do I practice the rules of common courtesy?
 - a. What is courtesy?
 - b. How does it affect my relations with others?
 - c. Can I make an effort to improve myself in this area?

d. Do I use the words "thank you", "yes, sir", "no, sir", "please", etc.?

e. Will a smile help?

III. Suggested activities and experiences related to getting along with others

A. Lesson sheets (see Resources)

B. Audiovisual aids (see Resources)

C. Suggested topics for group discussion

1. How to get along with an employer and fellow employees
2. The science of interpersonal relationships
3. What are the likable traits that make an individual able to get along in a group situation?
4. How do I treat my date?
5. How to live with parents, brothers, and sisters
6. Getting along with teachers and other school personnel
7. Am I always right?
8. The police department is for your protection

D. Individual counseling

1. In school
2. At work
3. On home calls

E. Role playing

1. Male-female dating relationships
2. Employer-employee relationships
3. Telephone relationships
4. Parent-son/daughter relationships
5. Policeman-citizen relationships

F. Parties for Job Upgrading classes

1. Opportunities for planning activities

2. End-of-semester, holidays, other significant occasions

G. Field trips

1. Police station
2. City-County Building

IV. Resources related to the trainee's learning to get along with others

A. Lesson sheets

- #2-1 Getting along with Others - Alphabetizing and Vocabulary
- #2-2 Social Evaluation
- #2-3 Accepting Responsibility
- #2-4 How Do I Appear and React to Others?
- #2-5 Developing Friendships and Respecting Individual Differences
- #2-6 Manners
- #2-7 Citizenship

B. Science Research Associates Booklets

1. Dating Days
2. Dating Tips for Teens
3. Getting along with Others
4. How to Increase Your Self-Confidence
5. How to Live with Parents
6. Looking Ahead to Marriage
7. Making and Keeping Friends
8. What Is Honesty?
9. Where Are Your Manners?

C. Publications

1. M.E.S.C. Pamphlets
2. D.V.R. Brochures

3. Corporations' literature
 - a. Michigan Bell Telephone Company
 - b. General Motors
 - c. Ford Motor Company
- D. Other available literature
 1. Psychology and Life - Ruch
 2. Understanding the Other Sex - Kirkendall and Osborne
 3. Creative Years - Howe
- E. Board of Education audiovisual services
 1. Films

a. Office Courtesy	S999
b. Office Etiquette	S1229
c. Office Teamwork	S1357
d. The Right Approach	S866
e. By Jupiter	S1544
f. Dating: Do's and Don'ts	S1203
g. Developing Friendships	S874
h. Getting along with Parents	S8157
i. The Gossip	S8182
j. How to Say No	S974
k. Making Friends	S998
l. Social Courtesy	S927
m. Social Acceptability	S8190
n. The Snob	S8195
o. Understanding Others	S8194
p. What About Prejudice?	S8209
q. You and Your Parents	S1246

r.	You and Your Friends	S479
s.	Good Sportsmanship	S875
t.	Development of Individual Differences	S8192
u.	Are You a Good Citizen?	S795
v.	Brotherhood of Man	S637
w.	Practicing Democracy in the Classroom	S1355
x.	School Rules: How They Help Us	S4132
y.	Teamwork	S1165
z.	You and Your Family	S478
aa.	Your Family	S776
bb.	Are Manners Important?	S4083
cc.	Are you Ready for Marriage?	S1415
dd.	Beginning to Date	S4002
ee.	Being Different	S4444
ff.	Date Etiquette	S4187
gg.	Dining Together	S636
hh.	Dinner Party	S8333
ii.	Family Life	S798
jj.	The Good Loser	S1463
kk.	Good Table Manners	S4119
ll.	Introductions	S704
mm.	Junior Prom	S1076
nn.	Kid Brother	S1701
oo.	Obligations	S8015
pp.	The Other Fellow's Feelings	S4264

qq. The Outsider	S919
rr. Responsibility	S1318
ss. No Man Is an Island	S1888
tt. Understanding Others	
uu. What to Do on a Date	S928
vv. Who's Boss?	S1190
ww. Who's Right?	S1410
xx. As Others See Us	S405

2. Sound and regular filmstrips

a. Consideration for Others	F3371
b. Friendship and Love	F3336
c. Home and School	F3517
d. How Do You Rate at Home?	F3428
e. How Do You Rate at School?	F3429
f. How Do You Rate with Friends?	F3430
g. Respect for Property	F3370
h. Strength of a Democracy	F3443
i. At Home and in Public	F3200
j. Parties	F3202
k. Table Manners	F3203
l. Dating	F3206
m. As Others See Us	F656
n. Ways We Influence Others	F2672
o. Belonging to a Crowd	F2673
p. Learning to Understand Your Parents	F2674
q. It's a Date	F1188

r. You and Your Folks	F844
s. Making Friends	F1591
t. Your Family and You	F1592
u. Dating Daze	F1594
v. Feeling about Others	F1829
w. Giving and Taking Advice	F1830
x. Leading and Following	F1831
y. Date Behavior	F613
z. Give Your Friends a Break	F1457
aa. Enjoying Today	F1750
bb. Leaders and Followers	F1751
cc. More Than One Friend	F1752
dd. Promises Are Made to Keep	F1753
ee. Boy Dates Girl	F772
ff. Datin' Data	F841
gg. Making Democracy Work	F2127

F. Job Upgrading Central Office Library

1. Filmstrips

- a. Stereotypes
- b. Everyone Makes Mistakes
- c. Make Words Say What You Mean

G. Other resources and activities

1. Guest speakers

- a. Employers
- b. School counselors
- c. Psychologists
- d. Policemen

2. School Activities

a. Dances

b. Sports events

3. Bulletin boards

UNIT THREE

APPEARANCE AND HEALTH

I. Basic Knowledge, Generalizations, and Understanding

The trainee should know:

- A. The importance of good grooming in the world of work.
- B. The proper application and use of makeup.
- C. The importance of cleanliness and good health habits.
- D. How to make a good first impression.

II. Content

A. The importance of good grooming in the world of work.

1. How do I appear to my employer?

- a. Am I dressed neatly and acceptably?
- b. Are my shoes shined and well-heeled?
- c. Are my clothes pressed and clean?
- d. Are my nails clean and well-manicured?

2. How do I appear to my fellow employees?

- a. Am I dressed appropriately for the job?
- b. Do I conform in dress with my fellow employees?
- c. Do I try to dress in good taste?
 - (1) Do I avoid flashy colors?
 - (2) Do I avoid wearing too much or inappropriate jewelry?
 - (3) Do I avoid following the latest "fad"?

3. What must I do to improve my grooming habits?

a. Preparation

- (1) Arrange for regular cleaning, pressing, and laundry.
- (2) Check up regularly on buttons, cuffs, shoe laces, heels, hose, seams, and hems.
- (3) Select and arrange clothes the night before.
- (4) Allow sufficient time for getting dressed.

b. Observe others

- (1) At home
- (2) At school
- (3) On the job
- (4) On the bus or in public places

B. The proper application and use of makeup.

1. Lipstick

- a. Is my everyday lipstick a true red or a pastel pink, suitable for school and work?
- b. Do I avoid applying lipstick in public?
- c. Do I avoid applying lipstick too heavily?

2. Rouge

- a. Most employers object to rouge.
- b. A healthy young skin is more important.

3. Eye Makeup

- a. Do I keep my eyebrows neatly groomed?
- b. Do I use appropriate eye makeup?

4. Powder

- a. Do I apply powder lightly when my nose is shiny?
- b. Do I avoid applying a makeup base heavily?

5. Hair

- a. Do I avoid way-out "fad" styles?

- (1) Overly long hair
- (2) Long side burns
- (3) Ducktails
- (4) Beehives
- (5) Short scraggly cuts
- (6) Processed hair

- b. Do I shampoo my hair whenever it needs it?
- c. Do I keep it neatly combed at all times?
- d. Do I avoid combing my hair in public?

6. Do I try for a natural look rather than a "made-up" look?

C. The importance of cleanliness and good health habits.

1. What daily health habits must I develop in order to be a more acceptable individual?
 - a. Bathe regularly and use a deodorant.
 - b. Wash hands thoroughly before eating.
 - c. Make sure that both under and outer clothing are kept clean.
 - d. Be aware that cleanliness is possible, regardless of my economic condition.
2. What health habits must I cultivate in order to be a healthier person?
 - a. Nutritional habits
 - (1) Eat an adequate breakfast.
 - (2) Eat well balanced meals at regular hours.
 - (3) Keep between meal snacks to a minimum.
 - b. Exercise habits
 - (1) Brisk walks as often as possible
 - (2) Participation in individual and team sports
 - (3) Daily physical exercises
 - c. Sleeping habits
 - (1) Get adequate sleep in order to be at your best each day.
 - (2) Establish regularity in going to bed and arising.
 - d. Dental habits
 - (1) Brush your teeth regularly.
 - (2) See a dentist as often as necessary to keep your teeth in good repair.
3. What are habits injurious to health?
 - a. Smoking
 - b. Drinking

- c. Narcotics
- 4. Relationship of cleanliness and health habits to the world of work
 - a. How will the development of these habits help me in finding a job?
 - b. How will these habits help me in keeping a job?
- D. How to make a good first impression.
 - 1. Appearance
 - a. Proper grooming to fit the occasion
 - b. Obvious cleanliness
 - c. Good posture habits
 - 2. Attitude
 - a. Do I have a chip on my shoulder?
 - b. Do I think positively?
 - c. Do I have confidence in myself?
 - d. Do I think that the world owes me everything?
 - e. Do I try to hide feelings of resentment?
 - 3. Personality
 - a. The value of a smile
 - (1) Expresses good manners and courtesy.
 - (2) Relieves the tension of a first meeting.
 - (3) Relates warmth in the voice - in person or on the telephone.
 - (4) Creates goodwill and makes friends.
 - (5) Creates an impression of poise, personal interest, and thoughtfulness.
 - b. Disposition
 - c. A firm handshake
 - d. Look at the person to whom you are speaking.

- III. Suggested activities and experiences related to appearance and health
- A. Lesson sheets (see Resources)
 - B. Audiovisual aids (see Resources)
 - C. Suggested topics for group discussion
 - 1. How to dress for various occasions?
 - 2. What are fads and how do adults react to them?
 - 3. Why is it important to make a good first impression?
 - 4. How can good health habits help me achieve future success?
 - 5. What is proper makeup for various occasions?
 - 6. What are proper hair styles and good grooming for boys and girls?
 - D. Individual counseling
 - 1. In school
 - a. Critical evaluation of trainees grooming habits
 - b. Discussion of eating habits
 - 2. At work
 - a. Constructive criticism of grooming habits on the job
 - b. Conference on safety habits on the job
 - 3. At home
 - a. Conference with parents on trainee's nutritional habits
 - b. Conference with parents on trainee's other health habits
 - E. Guest speakers (see Resources)
 - F. Field trips (see Resources)
 - G. Bulletin boards (see Resources)

9 IV. Resources related to appearance and health

- A. Lesson sheets
 - #3-1 Appearance and Health - Alphabetizing and Vocabulary
 - #3-2 Appearance Evaluation - Boys and Girls

- #3-3 Guide to Good Grooming
- #3-4 Health Evaluation
- #3-5 Guide to Good Health
- #3-6 First Impressions Are Important

B. Science Research Associates Booklets

- 1. Guide to Good Grooming
- 2. You and Your Health
- 3. What Employers Want
- 4. How to Get the Job

C. Other available literature

- 1. Look Your Best - Candy Jones
- 2. Finishing Touches - Candy Jones
- 3. Beauty Fashion and Charm - Polly Bergen
- 4. National Dairy Council literature
 - a. The Teens and the Teeth
 - b. Who - Me?
 - c. My Reflections
 - d. Postures on Parade
 - e. School Lunch
 - f. Ventures - Voyages - Vitamins
- 5. Charm - Whitcomb-Long
- 6. Michigan Bell Telephone Company publications
- 7. Daily Newspapers
- 8. Scope Magazine

D. Board of Education audiovisual services

- 1. Filmstrips
 - a. Accidents Will Happen If You Let Them F1170

b. Sleep for Health	F1203
c. Color and You	F2311
d. Pesky the Cold Germ	F582
e. Your Skin and Its Care	F1015
f. Getting a Job and Keeping It	F1035
g. Face Facts	F1795
h. Color As You Wear It	F2312
i. Make Yours a No Accident Policy	F241
j. Mental Health	F843
k. You Want to Look Right	F1058
l. Cleanliness at Your Service	F1814
m. Fighting Disease Series	F2179-34
n. Health Adventure Series	F1008-16
o. The Human Body Series	F2446-61
p. Good Food, Good Health, Good Looks	F1922
q. Nutrition	F178
r. To Smoke or Not to Smoke	F2438
s. Urban Clinic	F175

2. Films

a. Emotional Health	S1132
b. Personal Qualities for Job Success	S988
c. Your Body Speaks	S4078
d. About Faces	S272
e. Alcohol and the Human Body	S1191
f. Alcohol and Tobacco - What They Do to our Bodies	S4008
g. Allergies	S952

h. And One to Grow On	S4392
i. Attitudes and Health	S794
j. Beginning Good Posture Habits	S4341
k. Behind the Smile	S4449
l. Billion Dollar Malady	S1327
m. Bitter Welcome	S2035
n. Body Care and Grooming	S1155
o. Care of the Skin	S788
p. Care of the Feet	S298
q. The Choice Is Yours	S1601
r. Cleanliness and Health	S4186
s. Defense against Invasion	S8348
t. Dental Health	S797
u. Digestion of Food	S50
v. The Doctor Examines Your Heart	S4272
w. Drug Addiction	S1297
x. Ears and Hearing	S789
y. Ear for Health	S4085
z. Environmental Sanitation	S660
aa. Exercise for Healthy Living	S825
bb. Eyes and Their Care	S183
cc. First Aid on the Spot	S903
dd. Fundamentals of Diet	S297
ee. Gateway to Health	S1422
ff. Good Grooming for Girls	S4279
gg. Growing Up	S4406
hh. Guard Your Heart	S1577

ii. Healthy Lungs	S147
jj. Heart and Circulation	S907
kk. Heart Disease - Its Major Causes	S4224
ll. The Heart - How It Works	S8024
mm. How Our Bodies Fight Disease	S317
nn. How to Be Well Groomed	S753
oo. How to Catch a Cold	S888
pp. The Human Body	S4158
qq. The Human Skin	S579
rr. Immunization	S680
ss. Insects as Carriers of Disease	S687
tt. It's All in Knowing How	S1340
uu. It's the Brain That Counts	S1062
vv. It's Your Health	S1182
ww. Lease on Life	S8338
xx. Mental Health	S957
yy. Obesity - Problems of Fat Formation and Overweight	S958
zz. Personal Hygiene for Boys	S964
aaa. Personal Hygiene for Girls	S965
bbb. Posture and Exercise	S176
ccc. Posture and Personality	S780
ddd. Posture Habits	S688
eee. Sleep for Health	S838
fff. Sneezes and Sniffles	S4311
ggg. Teaching Teenagers about Alcohol	S8208
hhh. The Three Squares	S8096

iii.	Tobacco and the Human Body	S1406
jjj.	To Your Health	S4357
kkk.	Understanding Vitamins	S1313
lll.	Weight Reduction through Diet	S1266
mmm.	What is Disease?	S4156
nnn.	Whenever You Eat	S664
ooo.	Your Ears	S609
ppp.	Your Eyes	S608
qqq.	Your Health in the Community	S4144
rrr.	Development of Individual Differences	S8192
sss.	Attitudes and Health	S794
ttt.	Make the Most of Your Face	S4436
uuu.	Posture in Motion	S500
vvv.	Personal Qualities for Job Success	S988
www.	Smoking - The Inside Story	S8798
xxx.	Human Body - Nutrition and Metabolism	S8718
yyy.	Journey in Health	S8639
zzz.	Our Wonderful Eyes and Their Care	S8648

E. Other resources and activities

1. Guest speakers
 - a. Representatives of charm schools
 - b. Personnel workers
 - c. Employers
2. Field trips
 - a. Retail businesses
 - b. Industry
 - c. Michigan Bell Telephone Company
3. Bulletin boards
 - a. National Dairy Council materials
 - b. Michigan Bell Telephone Company materials

UNIT FOUR

FURTHERING MY EDUCATION

I. Basic Knowledge, Generalizations, and Understanding

The trainee should:

- A. Become more aware of the relationship between education and the world of work.
- B. Become acquainted with the variety of ways available to him in acquiring further education.
- C. Learn how to study properly.
- D. Be able to evaluate his school record and analyze his chances for completing high school.

II. Content

- A. Becoming aware of the relationship between education and the world of work.
 - 1. Am I familiar with the educational requirements for various types of jobs?
 - a. Professional jobs
 - b. Semi-professional jobs
 - c. Technical jobs
 - d. Skilled jobs
 - e. Semi-skilled jobs
 - f. Unskilled jobs
 - 2. Does furthering one's education lead to advancement in one's future employment status?
 - a. How will further education help me in advancing in my chosen field?
 - b. In which way may I acquire additional education besides returning to regular school?
 - c. How valuable is experience on the job as compared to formal education?
 - 3. How can I find out about the value of additional training as it relates to the world of work?
 - a. Interviews with employers
 - b. Conferences with people whose opinions I respect
 - c. Reading occupational literature
 - d. Talking to people who have been in the world of work for a number of years
 - 4. How can I prepare myself for the world of work?
 - a. Return to regular school.
 - b. Find some other way to further my education.
 - c. Am I ready now for the type of work I would like to do for the rest of my life?

B. Becoming acquainted with the variety of ways available in acquiring further education.

1. Detroit Public Schools

- a. Regular school program
- b. Adult Day School
- c. Continuing and Adult Education
- d. Vocational schools
- e. Job Upgrading Program

2. Private schools

- a. Trade schools
- b. Apprenticeship schools
- c. Correspondence schools

3. Armed Services

- a. Army
- b. Navy
- c. Marines
- d. Air Force

4. Employer-sponsored training

- a. Special training programs sponsored by private employers
- b. On-the-job training
- c. Training programs paid for by employers for qualified employees

5. Self-directed training

- a. Learning from more mature and experienced fellow workers
- b. Reading, reading, reading, and more reading

C. Learning how to study properly.

1. What is accepted as a positive approach to good study habits?

- a. Make and keep a study schedule.

- b. Study in a suitable place.
- c. Study in the same place every day.
- d. Collect all the materials required before starting to study.
- e. Don't wait for inspiration to strike - it probably won't.
- f. A well kept notebook can help raise your grades.
- g. Make a careful record of your assignments.
- h. Use "trade secrets" for successful study.
 - (1) Flash cards
 - (2) "Divided page" tests
 - (3) Composing questions and answers for yourself
 - (4) Using a cover card
 - (5) Writing facts from memory
- i. One secret of remembering is "over learning."
- j. Good notes are your insurance against forgetting.
- k. Frequent reviews will pay off in the long run.
- 2. What are the factors relating to good study habits?
 - a. Personality
 - b. Environment
 - c. Hobbies
 - d. Evaluation of motivation
 - e. Personal attitudes
- 3. What can I do in order to become more proficient in my study habits?
 - a. Develop an understanding of the reasons for my poor study habits.
 - b. Work intensively on improving myself in this area until it becomes part of me.

- D. Evaluating school record and analyzing chances for completing high school.
1. What was my school record like when I left school?
 - a. How far did I get in school?
 - b. What subjects gave me the most difficulty?
 - c. In which subjects did I do well?
 - d. What are the requirements for the completion of my education?
 - e. Is it within the realm of possibility to earn a diploma if I return to school?
 2. Do my test results show that I have the ability to complete high school?
 - a. What is my reading level?
 - b. What is my mathematical ability?
 - c. Do my test results compare favorably with other school students?
 3. Has my citizenship in the Job Upgrading Program shown that I am ready to return to regular school?
 - a. Do I get along with those in authority?
 - b. Do I get along with others in the Job Upgrading Program?
 - c. Do I follow the rules and regulations set up by the school administration and the teacher-coordinator?
 4. What are my chances for completing high school if I am allowed to return?
 - a. Am I really motivated in my desire to obtain a high school diploma?
 - (1) Why do I want it?
 - (2) Will it really mean a lot to my future?
 - (3) Am I willing to sacrifice some of the "pleasures" in order to earn a diploma?
 - b. What must I be willing to do if I return to school?
 - (1) Improve my study habits.
 - (2) Conform to school rules and regulations.
 - (3) Improve my ability to get along with others.

- III. Suggested activities and experiences related to furthering my education.
- A. Lesson sheets (see Resources)
 - B. Audiovisual aids (see Resources)
 - C. Suggested topics for group discussion
 - 1. What are the advantages and disadvantages of correspondence schools?
 - 2. What are the advantages and disadvantages of private trade schools?
 - 3. What services are available in the Detroit Public Schools for furthering my education besides regular day school?
 - 4. Does income really vary according to the length of time one spends in school?
 - 5. What are the educational requirements for the type of work I would like to do for the rest of my life.
 - 6. Do the armed services really offer educational opportunities to enlistees?
 - D. Individual counseling
 - 1. In school
 - a. Evaluation of school record
 - b. Evaluation of test results
 - c. Evaluation of daily performance
 - 2. At work
 - a. Conferences with employer regarding potential of trainee
 - b. Conferences with trainee regarding his potential
 - 3. At home
 - a. Conferences with parents regarding further education for trainee
 - b. Conferences with trainee regarding further education
 - E. Guest speakers (see Resources)
 - F. Field trips (see Resources)

IV. Resources related to furthering my education.

A. Lesson sheets

- #4-1 Furthering My Education - Alphabetizing and Vocabulary
- #4-2 Educational Evaluation
- #4-3 Education and Earning Power
- #4-4 Acquiring Further Education
- #4-5 Developing Good Study Habits
- #4-6 How to Read a Newspaper

B. Science Research Associates Booklets

- 1. Choosing Your Career
- 2. Discovering Your Real Interests
- 3. How to Solve Your Problems
- 4. Planning Your Job Future
- 5. Streamline Your Reading
- 6. What Is Honesty?
- 7. You Can Read Better

C. Publications

- 1. Scope Magazine
- 2. The Detroit Free Press
- 3. M.E.S.C. Publications

D. Other available literature

- 1. Adult Education Reader
- 2. Adventures in Language
- 3. Building Spelling Power
- 4. How to Read Better
- 5. Reader's Digest Skill Builders
- 6. Self-Help Mathematics

7. Veteran's Reader
 8. Teen Age Tales
 9. Arithmetic We Need
 10. Science You Can Use
 11. Personal Problems in Everyday Life
 12. I Want to Read and Write
 13. Imaginary Line Handwriting
 14. ASMD Complete Program
- E. Board of Education audiovisual services
1. Filmstrips
 - a. Child Needs and Guidance F784
 - b. Getting Acquainted F1107
 - c. Statement of Fact F1795
 - d. The Federal Government F2118
 - e. Addition and Subtraction F69
 - f. Enthusiasm F271
 - g. If you Please - Manners for Today F842
 - h. Democracy Begins in America F1298
 - i. Discovering Your Real Interests F1064
 - j. The Executive Branch F2120
 - k. Future in Hand F1185
 - l. Sincerity F270
 - m. Unskilled Occupations F295
 - n. Hotel Occupations F305
 - o. Clerical and Sales Occupations F288
 - p. Classification of Occupations F286
 - q. Service Occupations F289

r. Face Facts	F1795
s. Finding the Right Job for You	F1054
t. Why and How of Guidance	F783
u. The Judicial Branch	F2121
v. The Legislative Branch	F2119
w. How Our Democracy Developed	F956
x., Crime - Everybody's Problem	F702
y. Family Portrait	F1189
2. Sound films	
a. Planning for Success	S878
b. Dropout	S1828
c. The Electrician	S192
d. Social Development	S1274
e. Angry Boy	S1568
f. Why Study Industrial Arts	S4315
g. Heating and Air Conditioning	S619
h. Are You a Good Citizen?	S795
i. Emotional Health	S1132
j. Every Minute Counts	S732
k. Man and His Culture	S1403
l. It's the Brain That Counts	S1062
m. Roots of Happiness	S1595
n. Automotive Service	S135
o. Personal Qualities for Job Success	S988
p. The Devil is a Sissy	S1004
q. The Baking Industry	S620
r. The Griper	S4258

s. Careers for Girls	S8071
t. Answering the Child's WHY	S1253
u. Sheet Metal Worker	S201
v. Finding Your Life Work	S137
w. Making Yourself Understand	S1402
x. Appointment with Tomorrow	S1598
y. Democracy	S464
z. Choosing for Happiness	S1233
aa. What Is Business?	S760
bb. Developing Friendships	S874
cc. Feeling of Depression	S1571
dd. Benefits of Looking Ahead	S4111
ee. Stay in School	S948
ff. Importance of Selling	S1307
gg. Lease on Life	S449
hh. Welding Operator	S202
ii. Aptitudes and Occupations	S1201
jj. Choosing Your Occupation	S796
kk. Machinist and Toolmaker	S199
ll. The Secretary - a Normal Day	S4211
mm. Story of an Immigrant	S1594
nn. Mr. Stewart Answers the Question	S1537
oo. Photography	S691
pp. Eager Minds	S1613
qq. To Serve the Mind	S1637
rr. Machine Maker	S110
ss. The Brain Is the Reason	S8094

tt. Printing	S623
uu. Plumbing	S621
vv. Planning Your Career	S1354
ww. Nursing	S200
xx. The Draftsman	S191

F. Job Upgrading Central Office Library

1. Sound filmstrips
 - a. Preparing for the World of Work
 - b. Dropping Out - Road to Nowhere
 - c. If You're Not Going to College
2. Filmstrips
 - a. Motivation - a Key to Achievement
 - b. Make Words Say What You Mean
 - c. Personal Problem Solving

G. Other resources and activities

1. Guest speakers
 - a. Guidance Counselors
 - b. M.E.S.C. Employment Counselors
 - c. Personnel Managers
 - d. Employers
 - e. Former Job Upgraders
 - f. Private school representatives
 - g. Correspondence school representatives
 - h. Armed Forces recruiters
2. School activities
 - a. School clubs
 - b. School library

3. Field trips

- a. Private trade schools
- b. Adult Day School
- c. Industries which provide training programs

4. Bulletin boards

- a. Materials provided by Federal Government
- b. Materials from M.E.S.C.
- c. Materials provided by private industry

UNIT FIVE

THE WORLD OF WORK

I. Basic Knowledge, Generalizations, and Understanding

The trainee should:

- A. Realize the importance of a work experience.
- B. Gain knowledge of the laws which affect employment.
- C. Understand how to find a job.
- D. Learn how to succeed on a job.
- E. Become aware of the value of fringe benefits.

II. Content

A. To realize the importance of a work experience.

1. How will a work experience help me achieve success in the world of work?
 - a. Develop a good mental attitude toward work.
 - b. Learn the importance of being reliable and dependable.
 - c. Develop a positive attitude toward saving and spending money.
 - d. Enhance my future employment opportunities by providing a reference.
 - e. Develop a better self-image.
2. How will a work experience play an important role in helping me make a vocational choice?
 - a. Provide me with some of the experience in a particular type of job which will help me decide on future job choices.
 - b. Develop the basic skills and habits which will be of value to me when selecting an occupation.
 - c. Encourage the need for more education or special training.
 - d. Stress the need to maintain good health.
3. Will a work experience of long duration be considered more valuable by the prospective employer than several short work experiences?
 - a. Am I a job "hopper"?
 - b. When changing jobs, do I go from one type of job to something better?
 - c. How long do periods of unemployment last? Why should this be kept to a minimum?
4. What can I learn from a Job Upgrading work experience?
 - a. How to go for an interview.
 - b. The habits necessary to succeed on a job.
 - c. How to work under supervision.
 - d. How to get along as well as work with others.
 - e. How to handle money after having worked for it.

B. To gain knowledge of the laws which affect employment.

1. Am I familiar with the various provisions of the Child Labor Laws.
 - a. When do I need a work permit (working papers)?
 - (1) Age requirements
 - (2) Labor Department Approval Number
 - (3) Offer of Employment
 - (4) Jobs not requiring a work permit
 - b. At what types of jobs am I allowed to work?
 - c. What restrictions are placed on the jobs I may do?
2. Am I aware of the provisions of the Federal Social Security Act?
 - a. Are all employees covered by the Social Security Act?
 - b. Who is responsible for paying my share of the Social Security Tax?
 - c. How old do I have to be to receive benefits?
 - d. Are there benefits for my widow and children?
 - e. Is there a death benefit?
 - f. Who determines the amount of benefit I receive each month?
3. What are the provisions of the Workman's Compensation Laws of my state?
 - a. What is Workman's Compensation?
 - b. Who is eligible to receive Workman's Compensation?
 - c. Who pays for the benefits I receive if I am injured on the job?
4. What other regulations affect my employment?
 - a. Who is responsible for filling out the various income tax forms?
 - b. Why must my employer deduct various amounts from my pay for income taxes?
 - c. What types of jobs require a Food Handler's Card?

- d. How do I get a Food Handler's Card?
 - e. What types of jobs require a health examination?
- C. To understand how to find a job.
- 1. Am I aware of the various methods of finding a job?
 - a. Have I followed up on all leads given to me by the teacher-coordinator and the Job Coordinator in the Central Office?
 - b. Have I told my parents, friends, and relatives that I am seeking employment?
 - (1) Some 70% of the young people finding employment do so by leads obtained from these sources.
 - (2) All leads should be followed up immediately.
 - c. Have I registered with the various free placement services?
 - (1) Michigan Employment Security Commission
 - (2) Jewish Vocational Service
 - d. Have I registered with any private employment agencies?
 - e. Do I read and follow up on the want ads in the newspapers daily?
 - f. Have I applied with the various civil service offices for jobs for which I may qualify?
 - g. Have I made any contacts on my own by simply walking into a place of business and asking for a job?
 - (1) Have I been persistent and returned at regular intervals?
 - (2) If nothing is available, have I left the door open for a return visit?
 - (3) Have I left a card with my name and phone number?
 - (4) Have I left the impression that I really want to work - not that I want just a job?
 - h. Have I advertized in the "Situations Wanted" column of the newspapers?
 - 2. Do I know how to prepare myself for the interview?

- a. Is my appearance satisfactory?
 - (1) Hair style
 - (2) Clothing
 - (3) Personal hygiene
 - (4) Shoes
 - (5) Posture
 - b. Have I learned something about the firm at which I am applying?
 - (1) Its history
 - (2) Its products or services
 - (3) Its benefits to employees
 - c. Do I have all the things I will need when I go for the interview?
 - (1) Personal data sheet
 - (2) Pen
 - (3) Social Security Card
 - (4) Birth Certificate
 - (5) References and letters of recommendation
 - (6) Driver's license
 - (7) Draft card
3. Can I fill out an application properly?
- a. Do I understand the purpose of the application blank?
 - (1) The importance of neatness
 - (2) The importance of accuracy
 - b. Do I know the names, addresses, and dates of attendance of the schools I attended?
 - (1) The highest grade completed
 - (2) The names of courses passed

- c. Do I know the names, addresses, occupations, and telephone numbers of my references?
 - (1) Are they all responsible adults?
 - (2) Have I obtained permission to use them as references?
 - d. Do I know the names, addresses, type of work done, supervisor's name, and dates of employment of the jobs I have held in the past?
 - e. What are the out-of-school activities in which I have participated?
4. Do I know how to conduct myself during the interview?
- a. Will I arrive early for my appointment?
 - (1) Do I refrain from smoking or chewing gum while waiting for my appointment?
 - (2) Am I able to sit quietly while waiting to be interviewed?
 - b. Am I aware of the rules of courtesy and good manners while being interviewed?
 - (1) Do I use "sir" and "ma'am", "thank you", etc.?
 - (2) Do I look at the interviewer?
 - (3) Do I walk properly?
 - (4) Do I sit correctly?
 - c. Do I stress my interests in and qualifications for the job?
 - d. Am I familiar with the questions I may properly ask during the interview?
 - e. Do I thank the interviewer for the time he has spent talking to me?
 - (1) At the close of the interview
 - (2) With a follow-up letter when I get home
- D. To learn how to succeed on the job.
- 1. Am I able to get along with my fellow employees?
 - a. Do I initiate gossip?

- b. Do I listen to and pass along gossip?
 - c. Do I attempt to develop friendships with those who are successful workers, rather than with those who are the least successful?
2. Can I abide by the rules and regulations of the company?
- a. Do I know and understand the rules and regulations?
 - b. Can I follow the rules and regulations even if I'm left on my own without supervision?
3. Am I able to get along with my employer or supervisor?
- a. Am I conscientious and punctual?
 - b. Do I show proper respect for authority?
 - c. Am I a good listener?
 - d. Do I look for ways of improving my job?
 - e. Am I willing to learn and accept responsibility?
 - f. Am I honest with the employer's time and materials?
 - g. Am I loyal to my employer?
 - h. Do I produce a full day's work for a full day's pay?
4. Can I accept constructive criticism?
- a. How do I react when criticized?
 - b. Can I control myself even when my employer raises his voice in anger?
5. Do I see the relationship between my job and that of others?
- a. How do my duties relate to the total operation?
 - b. Is my job really necessary?
6. Can I learn my job thoroughly and rapidly?
7. What are the tools, materials, clothing, etc. required for my job?
8. Am I aware of the employer-sponsored training opportunities which are available?
- E. To become aware of the value of fringe benefits.

1. Am I familiar with the fringe benefits which may be available to me with a particular job?

- a. Furnished uniforms
- b. Overtime pay
- c. Furnished meals
- d. Vacation pay
- e. Sick leave
- f. Life insurance
- g. Health and Accident insurance
- h. Credit Union membership
- i. Employee discounts
- j. Savings account
- k. Stock purchase plan
- l. Medical care

2. Am I aware of the deductions the employer makes from my paycheck?

- a. Union dues
- b. Social Security tax
- c. Income taxes
- d. Others

III. Suggested activities and experiences related to increasing the trainees knowledge of the world of work

- A. Lesson sheets (see Resources)
- B. Audiovisual aids (see Resources)
- C. Video tape recordings
 - 1. Practice interviews
 - 2. Role-playing situations (interviews, on the job, etc.)
- D. Suggested topics for group discussion
 - 1. The importance of the interview

2. Preparing for the interview
 3. How to find a job
 4. Child Labor Laws
 5. How to get a work permit
 6. Social Security Laws
 7. Finding the right job
 8. How people lose their jobs
 9. Keeping my job
 10. Changing jobs
- E. Role playing
1. Practice interviews
 2. Employee-employer relationships
 3. Employee-employee relationships
- F. Guest speakers (see Resources)
- G. Field trips (see Resources)
- IV. Resources related to the trainee's learning about the world of work
- A. Lesson sheets
- #5-1 The World of Work - Alphabetizing and Vocabulary
 - #5-2 Work Experience Evaluation
 - #5-3 Learning about Application Blanks
 - #5-4 Personal Data Sheet
 - #5-5 Exploring the World of Jobs
 - #5-6 Planning Your Job Future
 - #5-7 Choosing Your Job
 - #5-8 Social Security Laws
 - #5-9 Federal Labor Laws
 - #5-10 Michigan Child Labor Laws

- #5-11 What Employers Expect from Employees
- #5-12 What Employees Can Expect from Employers
- #5-13 The Purpose of the Interview
- #5-14 Getting Ready for the Interview
- #5-15 The Interview
- #5-16 Getting Job Experience
- #5-17 Discovering Possible Employers
- #5-18 How to Get a Job
- #5-19 Getting in Contact with Employers
- #5-20 Giving Employers Information about Myself
- #5-21 Keeping the Job
- #5-22 How Will I Succeed on the Job

B. Science Research Associates Booklets

- 1. Getting Job Experience
- 2. Exploring the World of Jobs
- 3. What Employers Want
- 4. How to Get the Job
- 5. Planning Your Job Future
- 6. Choosing Your Career
- 7. Discovering Your Real Interests

C. Publications

- 1. Scope Magazine
- 2. The Detroit Free Press
- 3. M.E.S.C. Publications

D. Other available literature

- 1. The Job Ahead - S. S. Kresge Company
- 2. What to Do about Jobs - Supreme Life Insurance Company

E. Board of Education audiovisual services

1. Films

a. The Electrician	S192
b. Heating and Air Conditioning	S619
c. Planning for Success	S878
d. Automotive Service	S135
e. Personal Qualities for Job Success	S988
f. The Baking Industry	S620
g. Careers for Girls	S8071
h. Office Etiquette	S1229
i. Telephone Courtesy	S1089
j. Office Courtesy	S999
k. Sheet Metal Worker	S201
l. You and Your Work	S775
m. Finding Your Life Work	S137
n. The Woodmaker	S134
o. Of Many Voices	S1592
p. Handling Difficult Customers	S1571
q. What Is Business?	S760
r. Accounting - The Language of Business	S1390
s. Finding the Right Job	S799
t. Getting a Job	S1386
u. I Want a Job	S174
v. One Out of Seven	S1389
w. Welding Operator	S202
x. Aptitudes and Occupations	S1201
y. Choosing Your Occupation	S796

z.	Machinist and Tool Maker	S199
aa.	The Secretary: A Normal Day	S4211
bb.	Mr. Stuart Answers the Question	S1537
cc.	Photography	S691
dd.	The Draftsman	S191
ee.	Nursing	S200
ff.	Plumbing	S621
gg.	Printing	S623
hh.	Come Fly with Me	S1780
ii.	Jet Airport	S8598
jj.	Miracle from Agriculture	S8538
kk.	Inside Magoo	S8526
ll.	Technology and You	S8477
2. Filmstrips		
a.	Selling Yourself to an Employer	F1056
b.	Earning a Living in the Colonies	F1297
c.	Your Retail Store	F904
d.	The Case against Shrinkage	F852
e.	The Employee and Fellow Workers	F1055
f.	Why Etiquette in Business	F1057
g.	Discovering Your Real Interest	F1064
h.	The Sale - How to Make It	F853
i.	Getting a Job and Keeping It	F1035
j.	Future in Hand	F1185
k.	Let's Look at Your Job	F857
l.	Sincerity	F270
m.	Unskilled Occupations	F295

n. Clerical and Sales Occupations	F288
o. Classifications of Occupations	F286
p. Service Occupations	F289
q. I Want That Job	F837
r. Your New Job	F1059
s. Nature of a Job	F1157
t. Finding the Right Job for You	F1054
u. Let's Look at Careers	F208
v. How to Make a Career Decision	F209

F. Job Upgrading Central Office Library

1. Sound filmstrips

- a. Preparing for the World of Work
- b. Getting and Keeping Your First Job
- c. If You're Not Going to College

2. Filmstrips

- a. How To Find a Job for Yourself

G. Other resources and activities

1. Guest speakers

- a. Businessmen
- b. Employment agency personnel
- c. Former Job Upgraders in the world of work
- d. Others

2. Field trips

- a. Places of business and industry
- b. Michigan Employment Security Offices

3. Bulletin boards

- a. Guidance and counseling materials
- b. Posters distributed by private industry

UNIT SIX

LEARNING HOW TO HANDLE MONEY

I. Basic Knowledge, Generalizations, and Understanding

The trainee should:

- A. Understand more about banks and their services.
- B. Understand more about writing checks and cashing checks.
- C. Understand the importance of budgeting.
- D. Understand the danger of impulse buying.
- E. Develop sound buying habits.
- F. Understand the importance of insurance.

II. Content

A. Understand more about banks and their services.

1. Services banks perform

- a. They accept money on deposit, against which checks may be drawn.
- b. They lend money.
- c. They accept money for safekeeping, on which interest is paid.
- d. They cash checks.
- e. They provide safe-deposit boxes.
- f. They give information and advice on money management.

2. Types of banks

a. Commercial banks

- (1) What are the main functions of a commercial bank?
- (2) What are the advantages and disadvantages of using a commercial bank?

b. Savings and Loan Associations

- (1) What are the main functions of a savings and loan association?
- (2) What are the advantages and disadvantages of using a savings and loan association?

c. Credit Unions

- (1) What are the main functions of a credit union?
- (2) What are the advantages and disadvantages of using a credit union?

3. Opening a bank account

- a. What is the purpose of the signature card?
- b. What are the two kinds of bank accounts?
- c. How much money is needed to open a bank account?
- d. What is a joint account?

4. Bank deposits

- a. What is a deposit ticket?
- b. Who prepares the deposit ticket?
- c. What is the difference between cash items and currency items?
- d. What is the bank passbook?

5. Saving money in the savings account

- a. Why is planned saving so important?
- b. Does thrift make saving possible?
- c. When should a person start to save money?
- d. Is it wise to decide upon a definite amount to be saved from your income?
- e. Will a budget help make a savings plan possible?
- f. Do you think people are more careful about spending money that they have earned than money that has been given to them.

6. Borrowing money from a bank

- a. What are some of the qualifications that a person must have in order to borrow money?
- b. What is an interest-bearing note?
- c. What is the face or principal of a note?
- d. What is interest?
- e. What is meant by the rate of interest?
- f. What is a non-interest-bearing note?
- g. What is bank discount?
- h. What is the difference between bank discount and bank interest?
- i. How do banks earn their money?
- j. Do you believe that it is important for banks to be regulated and controlled by governmental regulations?

B. Understand more about writing checks and cashing checks.

1. Checking account

- a. What is a check?
- b. What is a check stub or a check register?
- c. Which is completed first - the check or the check stub or register?
- d. What are the precautions to be observed in writing checks?
- e. What is meant by overdrawing an account?
- f. What is meant by stopping payment on a check?
- g. What is a cancelled check?
- h. What is a bank statement?
- i. What is a bank service charge?

2. Endorsing checks

- a. What is meant by endorsing a check?
- b. On what part of the check would you find the endorsement?
- c. Kinds of endorsements
 - (1) Blank endorsement
 - (2) Full endorsement
 - (3) Double endorsement
 - (4) Restrictive endorsement

3. Cashing checks

- a. When should a check be endorsed?
- b. Where will I go to get my check cashed?
- c. What identification will I need?
- d. Is it possible for someone else to cash a check for me?

C. Understand the importance of budgeting.

1. What is a budget?

2. What are some of the standard items that would be found in every family budget?
 3. Does your family have a budget and is it followed?
 4. Is good management of finances as important for a family as it is for a business?
 5. When are luxuries considered in the family budget?
 6. What are some of the things that might upset the budget?
 7. What length of time should the budget cover?
 8. Can a standard budget be applied to all families?
 9. Should all members of the family be considered when the budget is being planned?
- D. Understand the danger of impulse buying.
1. What is impulse buying?
 2. Is a person more likely to engage in impulse buying on the charge plan than by paying cash?
 3. Is it wise to make a comparison of quality and price at two or more places before making a purchase?
 4. Why do people often spend money for things they later find they do not want or need?
 5. Should a person be cautious of lay-away plans.
- E. Develop sound buying habits.
1. Why is it so important to buy from a reputable firm?
 2. What is the risk of buying merchandise from unknown street merchants or door-to-door salesmen.
 3. What is the meaning of deceptive labeling?
 4. Are most of the "get rich quick" plans honest?
 5. What is a "con game"?
 6. What is "status" buying?
 7. How will being an alert customer help a person not fall for a something-for-nothing line?
 - a. Telephone sales

- b. Mail sales
- c. Coupon advertisements

F. Understand the importance of insurance.

1. Life insurance

- a. What is the primary purpose of life insurance?
- b. Does it pay to take out life insurance early in life?
- c. What are some of the important questions asked on the application for life insurance?
- d. What is an insurance premium?
- e. What is an insurance policy?
- f. Who is the beneficiary of an insurance policy?
- g. Will a life insurance policy usually provide savings as well as protection?
- h. What is the cash surrender value of a life insurance policy?
- i. How are the premium rates usually paid?
- j. What is group life insurance?
- k. Kinds of life insurance policies
 - (1) Term insurance
 - (2) Whole life or ordinary life insurance
 - (3) Limited payment life insurance
 - (4) Endowment insurance

2. Property insurance

- a. What is the primary purpose of property insurance?
- b. Home owner property insurance provides protection against:
 - (1) Fire
 - (2) Windstorm
 - (3) Hail

- (4) Explosion
 - (5) Smoke
 - (6) Water
- c. What determines the insurance rates on property?
- d. What is meant by an "insurable interest"?
- e. Have you an insurable interest in your teacher's house?
- f. Is it important to have a household inventory in case of a fire loss?
- g. Why is it good business practice to read your insurance policy very carefully and have it explained by the agent?
- 3. Automobile insurance
 - a. Kinds of automobile insurance
 - (1) Bodily injury
 - (2) Property damage
 - (3) Comprehensive
 - (4) Collision
 - b. What kinds of automobile insurance are usually required by state law?
 - c. Is liability insurance required in the State of Michigan?
 - d. If your car is damaged by a non-insured Michigan driver, who is responsible for having your car repaired?
 - e. When should an automobile accident be reported?
 - f. To whom should you report the accident?
 - g. Is it important to get the names and addresses of witnesses to a serious accident?

III. Suggested activities and experiences related to increasing the trainee's understanding of handling money

- A. Lesson sheets (see Resources)
- B. Audiovisual aids (see Resources)
- C. Guest speakers (see Resources)

- D. Suggested topics for group work and discussion
 - 1. Discuss sample insurance policies.
 - 2. Write sample checks.
 - 3. Prepare deposit tickets.
 - 4. Discuss sample budgets.
 - 5. Have each student prepare an individual budget.
- E. Individual counseling
 - 1. In school
 - 2. At home

IV. Resources related to handling money

A. Lesson sheets

- #6-1 Learning How to Handle Money - Alphabetizing and Vocabulary
- #6-2 Money Handling Evaluation
- #6-3 Learning about Banks and Their Services
- #6-4 How Do I Use Checks?
- #6-5 Planning and Keeping a Budget
- #6-6 Spending Money Wisely
- #6-7 Life Insurance
- #6-8 Other Types of Insurance

B. Board of Education audiovisual services

1. Sound films

- | | |
|----------------------------------|--------|
| a. Banks and Credit | \$750 |
| b. Consumer Protection | \$752 |
| c. Insurance against Fire Losses | \$1308 |
| d. Property Taxation | \$473 |
| e. The Story of Our Money System | \$4413 |
| f. What Is a Contract? | \$759 |

- g. You Can Tell by the Teller S1173
- h. Wise Buying S4217
- i. The Most for Your Money S1459
- j. Life Insurance Occupations S777
- k. Personal Financial Planning S8457
- l. The Wise Use of Credit S8456
- m. Your Thrift Habits S802
- n. Writing Better Business Letters S4216
- o. Yours to Keep S1658
- p. Every Minute Counts S732
- 2. Filmstrips
 - a. Making Money Work for You F1535
 - b. Helping People Buy Series F654
 - c. Making Yours a No-Accident Policy F241
 - d. You and Your Money F845
- C. Other resources and activities
 - 1. Guest speakers
 - a. Banks
 - b. Insurance companies
 - c. Credit unions
 - d. Loan companies
 - e. Public utility companies
 - f. Department stores
 - 2. Publications
 - a. American Institute for Economic Research Booklets
 - b. Household Finance Corporation Booklets
 - c. How to Get More for Your Money - Sylvia F. Porter

- d. Management for Better Living - Mary K. Starr
- e. Scope Magazine
- f. Junior Life Adjustment Booklets
- g. Institute of Life Insurance Booklets
- h. Everybody's Money - Detroit Teachers Credit Union
- i. Consumer Reports
- j. Buying Guides
- 3. Field trips
 - a. Banks
 - b. Insurance companies
- 4. Bulletin boards

APPENDIX
CLASSROOM SUPPLIES

<u>Item</u>	<u>Maximum Quantity for Each Job Upgrading Class Per Year</u>
Guides, A-Z, 3x5	1 set
Guides, A-Z, 4x6	1 set
Oak, 2-drawer file for 3x5 cards 16" long	1
Oak, 2-drawer file for 4x6 cards 16" long	1
Pencils	2 gross
Toy Money	1 box
Typewriter Eraser	1
Typewriter Ribbon, Standard	3

PAPER SUPPLIES

	<u>Unit</u>	
Cards, ruled one side 3x5	Pkg. 100	5
Cards, ruled one side 4x6	Pkg. 100	3
Envelopes, B of E large	Pkg. 25	6
Envelopes, B of E small	Pkg. 25	6
Envelopes, manila large	Pkg. 25	8
Envelopes, manila small	Pkg. 25	
Envelopes, 10x13		50
Folders, manila letter size	Pkg. 100	3
Paper, carbon 8½x11, 7 lb.		
Standard	Pkg. 100	1
Paper, ruled examination	Ream	5
Paper, typewriter 8½x11	Ream	3
Paper, scratch pads 3x5	Pad	20
Paper, construction 12x18		
Brown	Pkg. 50	1
Red	Pkg. 50	1
Yellow	Pkg. 50	1
Blue	Pkg. 50	1
Orange	Pkg. 50	1
Green	Pkg. 50	1
Black	Pkg. 50	1
Violet	Pkg. 50	1
White	Pkg. 50	1

TEACHER'S SUPPLIES

<u>Item</u>	Maximum Quantity for Each Job Upgrading <u>Class Per Year</u>
Tape Dispenser for 108' Roll	3
Cellulose Tape, $\frac{1}{2}$ " - 108' Roll	3 rolls
Mucilage	1 bottle
Paper Clips	3 boxes
Rubber Bands, size 16	1 box
Stamp Pad	1 pad
Staples for B. 8	1 box
Thumb Tacks	2 boxes

SUPPLEMENTARY BOOKS

Title

Adult Education Reader, Level A
Adult Education Reader, Level B

Adventures in Language, Grade 4
Adventures in Language, Grade 5
Adventures in Language, Grade 6
Adventures in Language, Grade 7
Adventures in Language, Grade 8

Building Spelling Power, Grade 3
Building Spelling Power, Grade 4
Building Spelling Power, Grade 5
Building Spelling Power, Grade 6
Building Spelling Power, Grade 7
Building Spelling Power, Grade 8

Detroit Street Guide

How To Read Better

Readers Digest Skill Builder,	Grade 3, Part I
"	" " " " Grade 3, Part II
"	" " " " Grade 4, Part I
"	" " " " Grade 4, Part I, Tchr. Ed.
"	" " " " Grade 4, Part II
"	" " " " Grade 4, Part II, Tchr. Ed.
"	" " " " Grade 5, Part I
"	" " " " Grade 5, Part I, Tchr. Ed.
"	" " " " Grade 5, Part II
"	" " " " Grade 5, Part II, Tchr. Ed.
"	" " " " Grade 6, Part I
"	" " " " Grade 6, Part I, Tchr. Ed.
"	" " " " Grade 6, Part II
"	" " " " Grade 6, Part II, Tchr. Ed.

Self Help Math, Grade 3
Self Help Math, Grade 4
Self Help Math, Grade 5
Self Help Math, Grade 6
Self Help Math, Grade 7
Self Help Math, Grade 8
Self Help Math, Grade 3-8, Teacher's Book

Veteran's Reader

Webster's Student Dictionary

SUPPLEMENTARY SKILL BUILDERS LESSON SHEETS (SERIES #7)

Application Blanks

- #7-1 Social Agency Application Blank
- 7-2 A. T. & S. Restaurant
- 7-3 Best Buy Super Market
- 7-4 Detroit Motor Company
- 7-5 Downtown Department Store
- 7-6 E. Z. Dime Store
- 7-7 Public Service Company
- 7-8 Save-A-Penny Market
- 7-9 Speedy Messenger Service
- 7-10 Sure Cure Hospital

Language Usage

- 7-11 Arranging Words Alphabetically
- 7-12 Capitalization
- 7-13 Business Words for Daily Use
- 7-14 You Have a Choice
- 7-15 How Is Your Word Power
- 7-16 Thinking in Sentences
- 7-17 Is This for You
- 7-18 Use of the Telephone Directory
- 7-19 Answering the Telephone

Maps and Directory Usage

- 7-20 How to Use a Street Guide - Part I
- 7-21 How to Use a Street Guide - Part II
- 7-22 How to Use a Street Guide - Part III
- 7-23 Using the Zip Code Directory
- 7-24 Using a City Map
- 7-25 How to Use the D. S. R. Map

Mathematics

- 7-26 Mathematics I
- 7-27 Mathematics II
- 7-28 Mathematics III
- 7-29 Mathematics IV
- 7-30 Mathematics V
- 7-31 Mathematics VI
- 7-32 Mathematics VII
- 7-33 Mathematics VIII
- 7-34 How Well Can You Measure?
- 7-35 Using Fractions on the Job

Handling Money

- 7-36 Finding Sales Tax and Making Change
- 7-37 Counting Money and Filling Out a Deposit Slip
- 7-38 Finding the Cost of One Item
- 7-39 Problems in Making Change
- 7-40 Sales Person Accuracy Test

JOB DEVELOPMENT

The role of job development in the total Job Upgrading Program is related to two integrated activities upon which the success of the program largely depends, namely: training and placement.

Placement should be regarded as an outgrowth or result of training, the quality of which is dependent, not only on the kind of experiences offered, but upon the effort and ability of the trainee to apply it.

Successful job development depends to a great degree upon procedure. This may mean concentration on one trainee for specific placement, which often proves more fruitful than in dividing one's efforts over several job placements at a time. When centering attention on the placement of one trainee it is important to consider his readiness for a job. In judging readiness, certain attributes should be checked such as: attendance and punctuality; initiative; cooperation and attitude; grooming; and the ability to communicate.

Determination of the trainee's job skills would include a consideration of the type of job he could hold, the use of tests, previous jobs held in private employment, his interests, observations in the group situation, and his work experiences during participation in the program.

In locating potential employers, teacher-coordinators should look for the type of employer who regularly hires the type of young people available for placement. Also, it is important that both distance and available transportation be considered when referring trainees to prospective employers.

In most cases an initial contact can be made with the employer without an appointment. An exception would occur where a contact with a busy executive of a large firm is desired.

In selling the individual to the employer, it is well to remember that one can be honest concerning the trainee without stressing his weak points. The stimulation derived by obtaining a desirable job is sometimes found to encourage development of latent qualities not previously demonstrated in the training phase of the program.

Aside from developing jobs for individuals trained in the program there is also the need for spreading information about the program, with such publicity extending a general knowledge of the program among business men of the community.

When performing his job development function, it is effective for the teacher-coordinator to state that he is from the Detroit Public Schools Job Upgrading Program which is concerned with both school dropouts as well as potential dropouts. Also, he should mention that these young people are given special training not given in regular school, that he will follow up trainees who are placed with the employer, that no fees are charged, that Job Upgrading is a voluntary program, and that he is familiar with the trainee's background. Such information usually appeals to the businessman.

The teacher-coordinator should also keep in mind that it is often convenient to do some job development with the employer when making follow-up calls.

INTERVIEWING TECHNIQUES

Since one of the most important aspects of the Job Upgrading Program is the intensive counseling available to the trainee, it is important that the teacher-coordinator familiarize himself with the various techniques used by the effective counselor. Since each situation should dictate the type of counseling atmosphere required, it is impossible to state that one method is better than another. The approach used should be thought of as a "tool" and each counselor must select the tool to best fit the situation and his own personal skill.

Three suggested methods the Job Upgrading teacher-coordinator might employ are listed below.

1. The Counselor-Centered or "Directive" Method: The teacher-coordinator assumes the initiative and carries a major part of the responsibility for diagnosis and treatment.

This is a useful method if the trainee lacks "starting" ability; if the teacher-coordinator can insure accuracy of diagnosis and treatment; if the teacher-coordinator should assume or must assume some of the responsibility for procedures to be followed later; and if evidence is fairly clear as to the problem and its solution.

This procedure is unwise if the trainee finds it possible to shift what should be his responsibilities; if the problem involves emotional complications; if the diagnosis and treatment are not clear; and if the initiative of the trainee will be hampered by this process.

2. The Trainee-Centered or "Non-Directive" Method: This method places in the hands of the trainee the opportunity to direct the interview and to assume the major responsibility for its outcome. The teacher-coordinator is primarily an interested, sympathetic, and discerning "ear". The teacher-coordinator is not listening as much to what is being said as he is asking "why is the trainee saying it?"

The Non-Directive Method is extremely valuable when the student is under considerable tension; when the problems involve serious emotional considerations; when the trainee needs to begin to assume more responsibility for his plans; and when complications arise from involved or "difficult to find" factors.

This method is less useful when interviewing time is limited; when the teacher-coordinator is not a psychological clinician; when the problem requires some definite information not available to the teacher-coordinator; and when the problem does not involve serious emotional considerations.

3. The Co-analysis and Co-planning Method: Of the three methods outlined, the Job Upgrading teacher-coordinator may find this method most helpful in his work. This method assumes a joint opportunity and responsibility for diagnosis, for the development of suggestions, and for treatment. When using this method we must assume that the

trainee is anxious to provide assistance and help himself. It is not likely that the teacher-coordinator will be able to start his counseling with this method, but rather move toward it as his final counseling goal. Constructive emphasis is placed on present and future planning. It does not assume a degree of direction or control by either the teacher-coordinator or the trainee.

WORK EXPERIENCE STATIONS

Supervised work experience assignments are available for all youth on the active roll.

When selecting a work experience, both teacher-coordinator and student consider important factors such as student's interest, ability, employment goal, personality, health, and other factors directly related to the training objective.

It is necessary to provide a variety of work experience stations for teacher-student selection in order to satisfy individual requirements.

The following is a partial list of agencies and types of work experiences provided:

City of Detroit

City-County Building - Clerical

Hospitals - Pharmacy, Food Stock, X ray, Clerical, Children's Ward Helper,
Food Service

Museums - Maintenance, Restoration, Stock, Guides

Social Agencies

Boy's Clubs - Maintenance

Y. M. C. A. - Food Service, Clerical, Maintenance

Y. W. C. A. - Food Service, Clerical, Maintenance

Community Agencies - Nursery, Food Service, Clerical, Maintenance

Humane Society - Veterinary Aide, Animal Handler

Boy Scouts of America - Clerical

TB & Health Society - Clerical

Red Cross - Clerical, Offset Printing

Volunteers of America - Upholstery Helper, Sales, Stock, Electrical
Repair, Furniture Refinishing

Other Non-Profit Employers

Orderly

Dietary Aides

Nurse's Aides

Clerical Stations

Mailing Room Stations

Stock

Maintenance

Library Aides

A detailed listing is provided the teacher-coordinator annually indicating new work stations and changes in supervising personnel.